The Metropolitan Life Survey Of

THE AMERICAN TEACHER 1986

Restructuring The Teaching Profession

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Project Staff:
Louis Harris, Chairman
Michael Kagay, Ph.D., Vice President
Stuart Leichenko, Research Associate

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THE AMERICAN TEACHER

INTRODUCTION

This is the third *Metropolitan Life Survey of the American Teacher.* It represents an ongoing commitment to research that will bring teachers views to the attention of the American public and policymakers.

Since the publication of *A Nation at Risk* in 1983, the momentum has not slackened for improving American education. Indeed, debate has spread and consensus seems to be gathering among teachers, state and local educational policymakers, business and government leaders on what can and should be done to improve teaching conditions.

The focus of the educational reform movement continues to be on the teacher. Challenged by impending teacher shortages, many groups of educational reformers have developed innovative approaches to enhancing career advancement for teachers. One such group is the Carnegie Forum on Education and the Economy. Other groups that have also recently released important reports on educational reform include the Council for Economic Development, the Education Commission of the States, the National Governor's Association and the Holmes Group. These task forces of government, corporate, and educational leaders successfully reached consensus on proposals to restructure and professionalize teaching.

While momentum builds for these innovative responses to the complex problems within the school system, reformers face the challenge of actually implementing changes.

As these new reforms will touch on all individuals involved in the educational process — not just teachers — Metropolitan Life in the third year of its survey of teachers has expanded its survey efforts to include the educational leadership of our country. This survey marks the first time that comprehensive information from all strata of the education establishment has been gathered on many of the innovative reforms debated currently.

Thus, the 1986 survey measures perceptions and opinions at each major level of public education, from the individual classroom, through intermediate administrative levels, up to the highest levels of educational policymaking in the fifty states. It reveals where each key group stands on many of the crucial problems facing education today. Included in this year's survey are:

- Teachers
- School principals
- District superintendents
- State and local union officers of the American Federation of Teachers and the National Education Association
- State education officials, including commissioners of education, heads of state boards of education, and governors' aides who deal with education
- State legislators who lead their chambers or serve on education committees
- Deans of colleges of education

This year's survey analyzes teachers' and educational leaders' views about the structure of the teaching profession itself, and about ways to restructure that profession in the future. In this report:

- Teachers and educational leaders say what role they believe teachers *should have* in school management and the extent to which they feel teachers *actually do have* such a role today.
- Teachers and educational leaders rate the job performance of other key participants in public education: principals, superintendents, school boards, state education officials, union officers, deans of education colleges, and parents of school-age children.
- Teachers and leaders offer their priorities for the next round of educational reform.
- Teachers and leaders give their views on several of the specific reforms that are either now being tried around the country or are on the drawing boards, including:
  - Career ladder programs;
  - Mentor-teacher programs;
  - Merit pay systems;

  Their responses offer — for the first time — details about the specific aspects of each reform that teachers and leaders either like or dislike.
- Teachers evaluate proposals to increase collegiality and to reduce isolation in the workplace.
- Teachers tell of their experience with restrictions on economic mobility between districts that have traditionally existed in education; and they react to proposals that would make it easier to move from one school district to another.

No other survey has taken such a comprehensive view — from the ground up — of the issues facing education today.

Survey Method

The survey is based on interviews with 1,602 teachers and 702 leaders. All interviewing was conducted by telephone between April 29 and June 30, 1986. Every public school teacher from kindergarten through grade 12 had an equal chance of being drawn into the sample of teachers. Leaders were drawn randomly from lists that were in every case the best enumeration that could be located for each particular leadership population. The detailed survey methodology, including information on response rates and the statistical reliablity of the samples, is provided in Appendix A. Appendix B includes the two survey questionnaires.

Notes on Reading the Tables

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). A dash (—) represents a value of zero. Percentages may not always add to 100% because of computer rounding, multiple answers from respondents, or the elimination of "no answers."

Public Release of the Survey Findings

All Louis Harris and Associates surveys are designed to adhere to the code of standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from this survey will be released to the public, any release must stipulate that the complete report is also available, rather than simply an excerpt from the survey findings.

Project Responsibility

The director of this project at Louis Harris and Associates was Michael R. Kagay, Ph.D., Vice President. He worked under the overall supervision of Louis Harris, Chairman. Stuart Leichenko, Research Associate, assisted in all aspects of the project.

Louis Harris and Associates gratefully acknowledges the contributions of many individuals to this project. Our colleagues at Metropolitan Life and Program Planners, Inc., in particular, did a great deal to set and to keep our sights in the right direction. However, responsibility for the findings and for their interpretation rests solely with Louis Harris and Associates.

HIGHLIGHTS

This summary provides an overview of the results of the survey. Many findings described in the body of the report do not appear in this summary. Interested readers should examine the body of the report to understand the full findings of this third *Metropolitan Life Survey of the American Teacher.*

Consensus on Dealing With An Emerging Teacher Shortage

Both teachers and all leadership groups take very seriously the possibility of a future teacher shortage. A consensus exists on what ought to be done to stem the exodus from the teaching profession and the short-fall of new teachers.

1. Fifty-five percent of American teachers have at some time seriously considered leaving teaching to go into some other occupation. This represents a small but statistically significant increase from the 51% registered in the previous Metropolitan Life Survey one year earlier. One possible reason is that job satisfaction among teachers has also declined — by seven percentage points over the past two years since the first Metropolitan Life Survey.

2. Among the educational leaders who take the impending shortage most seriously are deans of education colleges (89%) — who train new teachers — and state education officials (84%) — who certify new teachers. Over 60% of all other leadership groups also think that the coming teacher shortage will be "very" serious or "somewhat" serious in their own particular school or district or state.

3. Teachers and leaders are in strong agreement that financial incentives are the key to reducing the shortage of teachers. By more than 80%, teachers and all leadership groups agree that providing decent salaries is essential to attracting and retaining good teachers. By more than 70%, teachers and all leadership groups believe that providing increased compensation to beginning teachers is particularly necessary. And by more than 70%, teachers and all leadership groups believe that providing increased overall financial support to the public school system is essential.

Evaluating Educational Reforms

Teachers and educational leaders are virtually unanimous on the need for providing financial incentives to improve the situation facing teachers. But consensus begins to break down once we turn to specific means of achieving the goals. In particular, disagreement exists on the value and impact of several types of performance-based pay reforms legislated in many states.

1. Both teachers and educational leaders are very enthusiastic about "mentor teacher" programs. Mentor teacher programs designate certain teachers to perform special one-on-one professional coaching for other teachers.

Forty-four percent of American teachers are familiar with such programs, and 82% of this group are in favor of the programs, while 15% are opposed. Over 80% of every leadership group favor mentor teacher programs. Both teachers and leaders strongly believe that such programs improve the skills of new teachers and provide valuable coaching even for experienced teachers.

2. Teachers who are familiar with "merit pay" systems are strongly opposed to them, whereas leaders tend to be divided over merit pay. Merit pay systems select a certain number of teachers as meritorious, and then pay them a greater amount of money with no change in their duties.

Seventy-two percent of American teachers are familiar with such systems, and 71% of them are opposed to the systems, while just 26% are in favor. Teachers feel very strongly that the means of selecting meritorious teachers are not objective, and that such systems create artificial distinctions among teachers.

A majority of principals (55%) and an overwhelming majority of union officers (97%) agree with teachers in opposing merit pay. But nearly three-quarters of the deans (73%) favor merit pay, and bare majorities of superintendents (51%), state legislators (50%), and state education officials (52%) are in favor of merit pay.

Arguments in favor of merit pay receive only modest support from teachers, but considerable support from all the leadership groups (except union officers). Fifty percent of teachers (and 7% of union leaders) believe that merit pay systems provide valuable incentives for teachers to improve their performance. But over 60% of each of the other leadership groups agree with this pro-merit pay argument. Forty-eight percent of teachers (and just 9% of their union leaders) agree that merit pay systems recognize and reward outstanding quality teachers. But over 70% of each of the other leadership groups believe this argument in favor or merit pay.

3. Teachers who are familiar with "career ladder" programs are closely divided in their judgments at the present time, whereas most educational leaders are in favor of career ladders. Career ladder programs divide teaching into different jobs, and then provide different ranks and different salaries according to the level of responsibility.

Only 39% of American teachers are actually familiar with such programs, and they split 49% in favor and 46% opposed. All leadership groups have a solid majority in favor of career ladders, except for union officers, who are 66% opposed. Those most in favor are state education officials (90%) and college deans (87%).

When it comes to the question of whether teachers have any real say in the development and operation of career ladder programs, most teachers and their union leaders think not, while other leadership groups are more optimistic.

4. Teachers' views differ from leaders' views about the impact of educational reforms to date. These differences reflect the disagreements we have seen over performance-based pay. Several of the leadership groups are twice as likely as teachers to think that the impact of educational reforms to date have been positive for teachers. Conversely, teachers are twice as likely as some of the leadership groups to see the impact of reforms so far as negative for teachers. However, many leaders must recognize this situation, since performance-based pay is frequently cited by leaders as the reforms already in place that needs to be changed or modified in the future.

Changing the Structure of the Teaching Profession

Teachers and educational leaders also support the restructuring of their profession in several other areas such as economic mobility, professional certification, and relations in the workplace. But disagreement arises when it comes to the financial implications of some of the reforms.

1. Specialty certification boards are currently supported by a narrow majority of American teachers and by many leadership groups. These boards — like those already in place in other professions such as accounting, architecture, and law — are one of the major ways proposed to restructure teaching in order to raise standards, and increase professionalism.

Fifty-two percent of teachers are in favor, while 41% are opposed. Similarly, most of the leadership groups have a majority in favor of specialty certification boards. Union officers (70%) and deans of colleges of education (61%) are especially in favor. However, school principals are evenly divided at this time, as are the state education officials who presently have responsibility for certifying teachers.

2. Teachers are convinced (72%) that increased salary should be given to those teachers who gain such certification, and they also believe (81%) that the cost of any advanced training needed for certification should be reimbursed rather than paid for by individual teachers. Each leadership group agrees that increased salary should be given to teachers who gain certification. But most leadership groups tend to be split over who should pay the cost of any needed training.

Teachers and leaders remain open at the present time to various possible ways in which such certification boards might be used.

3. Teachers are virtually unanimous (99%) that their total years of teaching experience should be recognized with the corresponding salary when they move from one district to another. Majorities believe that giving full salary credit for total years of past service would have several positive benefits, including encouraging those who have left teaching to return to the classroom, and attracting teachers into high shortage geographic areas. But teachers also recognize that there might be some drawbacks in some school districts (in poorer districts, for instance) if the economic mobility of teachers were to be increased via portability of seniority, salary, and benefits. They also recognize that popular districts might become top-heavy with senior teachers, who are clustered at the upper end of the salary scale. This could drive up costs in such districts.

One reason that teachers feel so strongly about this topic is that a majority of American teachers (55%) have at some time during their career changed from one district to another, and 3 out of every 10 have been personally affected by constraints that have traditionally existed on teachers' economic mobility. Sixteen percent of all teachers say they have lost salary credit during a shift between school districts. Another 13% say that at some time they decided *not* to shift districts because of fear that they *might* lose salary credit. Among those who have experienced salary loss, the median annual loss was $1,800 (not necessarily in 1986 dollars since many losses were in years past prior to inflation).

Leaders are not as strongly convinced as are teachers that total years of past experience should be recognized in a career move. While 85% of teachers are "strongly" committed to this principle, only 40% to 50% of the superintendents, legislators, college deans, and state education officials also agree "strongly."

Working Conditions

1. American teachers strongly support steps to improve working conditions by increasing collegiality and reducing isolation in the workplace. The top-rated measure is having a formal system, such as "teacher centers," where teachers can get help and ideas from other teachers and administrators.

2. **Teachers are also concerned about class size and workload, which govern the extent to which they can effectively deliver their professional services to individual students.** Sixty-eight percent of teachers say their class size is too large. The median number of students in a classroom today is reported to be 25, while teachers say that the median number of students that a reasonable class ought to contain is 21. This means that the typical teacher feels that a reduction in class size of 16% is needed for effective teaching.

Participating in School Management

A major aspect of the teaching profession, as with any profession, is how the workplace is managed and who participates in important decisions. When it comes to the *principles* of school management, teachers and all leadership groups share a consensus on involving teachers in school decision-making. But when it comes to *specific roles* within the school, the consensus breaks down. Teachers and leaders differ in the degree to which they are committed to particular types of teacher participation, and some leadership groups are much more in agreement with teachers than are others.

1. **Ninety-seven percent of teachers and over 90% of all leadership groups think that school districts should have a team approach to school management.** Many teachers feel that current reality falls short of this goal. Fifty percent of teachers think that their district actually does have team management now. But many more principals (86%) and superintendents (93%) believe that team management already exists today.

2. **Teachers demand — and leaders support — the biggest role for teachers in those areas of school life that are academic, pedagogical, and student-related.** Ninety-seven percent of teachers, and strong majorities of all leadership groups think that teachers should have a major role in choosing textbooks. Seventy-three percent of teachers and majorities of all leadership groups (except state legislators) think that teachers should have a major role in designing and conducting in-service training. And 73% of teachers and a majority of all leadership groups think teachers should have a major role in disciplining students. All groups say that current reality falls short of the desired goal in these three areas. But in general higher actual teacher participation is seen as existing in these pedagogical areas than in other aspects of school management.

3. **Teachers show somewhat less demand for — and many leaders offer even less support for — teacher participation in tasks that are traditionally the responsibility of administrators.** About 40% of teachers and less than 30% of most leadership groups (except union officers and, sometimes, deans of education) think teachers should be involved in administrative tasks such as assigning students and scheduling classes, selecting new principals, and deciding budget allocations. Here, too, all groups agree that the current reality falls short of the desired goal. But principals and superintendents see more teacher participation as already existing, than do teachers themselves or any other leadership group.

4. **Teachers are least keen on participating in peer review.** Three in ten or fewer want to be involved in hiring new teachers or in evaluating their teaching colleagues. Although no leadership group has a majority in favor of peer review for teachers, union officials and deans tend to favor this kind of participation more than teachers do themselves.

5. Union officers and college deans see less progress to date toward achieving these objectives than teachers themselves presently perceive. Union officers and college deans are, in a sense, a vanguard who are dissatisfied with the status quo, and pressing for a significantly restructured teaching profession in the future.

6. Principals and superintendents also think that teachers already play a greater role than the teachers currently perceive themselves as playing. This makes principals and superintendents relatively satisfied with the status quo, and less enthusiastic about the need for future change in this area.

Participants Rate Each Other's Performance

Teachers and the six leadership groups were invited to rate the job performance of ten participants in public education. Several important patterns emerged.

1. Of ten types of participants in public education at all levels, classroom teachers receive the highest ratings in terms of their job performance. School principals ranked second among the ten types of participants in terms of how well they are perceived to be performing their role. In general, the highest ratings tend to go to those participants in public education who are the closest to the students.

2. State legislators who serve on education committees and people in the governor's office who deal with education tend to be rated rather unfavorably by teachers, and some leadership groups concur. Of course, such officials in a state's capital city are inevitably distant from typical classroom teachers. Some of the leadership groups who might be expected to have more first-hand contact with these two leadership groups rate legislators and governors' aides more highly. But, even so, several of the leadership groups still give less than 50 percent positive marks to these key state policymaking and policy-setting officials.

3. Parents of school-age children receive some of the lowest marks from teachers and from many of the leadership groups. Parents are not perceived to be performing the role they should play in the education of their children.

4. Union officers receive the most widely varying marks from other participants. Union officers receive positive marks from 67% of teachers, who rank them third from the top in job performance, just behind principals. But this level is about 20 points higher than the rating given to union officers by the other leadership groups. It should be noted that teachers who say they are actually members of the AFT or NEA give even higher marks — 73% positive — to union officials.

In any effort to restructure the teaching profession, many of these participants will have to work with each other. So it is important for all groups to understand the mutual images that they presently hold of one another. It is particularly important that teachers and principals have confidence in each other — since they will necessarily have to work closely on a frequent basis.

CHAPTER 1: CONCERN OVER A FUTURE TEACHER SHORTAGE

Teachers Contemplate Leaving Their Profession

Since one year ago, the percentage of American teachers who have at some time seriously considered leaving teaching to go into some other occupation has increased to 55% from 51% (Table 1-1). This represents a statistically significant increase between the *1985 and 1986 Metropolitan Life Surveys of the American Teacher.*

A possible reason for the shift is that teachers' job satisfaction has declined by seven percentage points over the past two years. Forty percent of American teachers said they were "very" satisfied with their jobs in the 1984 *Metropolitan Life Survey of the American Teacher,* while just 33% said the same in the new 1986 survey.

Twenty-seven percent of teachers say they are "likely" to leave the teaching profession for a new occupation within the *next five years.* This level is almost exactly the same as that reported in the previous survey. Fourteen percent of all teachers say they are likely to leave within the *next two years.* This question was asked for the first time in the latest survey.

As discovered in last year's survey and confirmed this year, male teachers are slightly more likely than are female teachers to contemplate leaving. Single teachers, and teachers who are married to a spouse who does not have a paying job, are most likely to say they might leave. Those teachers who are married to a spouse with a paying job are least likely to report that they might leave.

Leaders View a Possible Teacher Shortage

Educational leaders take the impending shortage quite seriously. Over 60% of each leadership group thinks that the coming teacher shortage will be "very" serious or "somewhat" serious in their own particular school or district or state (Table 1-2). Union leaders (54%) and deans of education colleges (57%) are most likely to think the shortage will be "very" serious.

Over 90% of each group of leaders believes that the salaries that teachers get will be a major factor contributing to the shortage. Approximately the same proportion of each group also think that opportunities in other fields, especially for women, will also be a major contributing factor.

Other factors seen as contributing to a shortage include the status that society gives to the teaching profession, the working conditions that teachers face, and a temporary imbalance between the growth of the school-age population on the one hand and the number of people who are entering teaching on the other hand. Over 70% of each group of leaders think that these will be contributing factors.

Students' out-of-school problems — economic, family-related, and societal — that affect education are also cited. Over 60% of each leadership group think that these will also be a major factor for contributing to the impending teacher shortage.

Steps to Avoid or Reduce the Teacher Shortage

Teachers and leaders agree on what ought to be done to stop the attrition of the nation's teaching force. In the earlier *1985 Metropolitan Life Survey of the American Teacher,* teachers evaluated key steps that might be taken to attract and retain good people in the teaching profession. In the new 1986 survey, the leadership groups were asked to evaluate nine of these same steps. Their views are now compared to those of teachers (Table 1-3).

A virtual consensus exists between teachers and leaders about providing the financial support needed to keep classrooms adequately staffed. Ninety-four percent of teachers and over 80% of each leadership group think that *providing a decent salary* would help a lot to attract and retain good people in the profession. Eighty-four percent of teachers and over 70% of each leadership group think that *providing increased financial support for the school system* would also help a lot. And 79% of teachers and over 70% of each leadership group believe that it would also help a lot to provide *compensation to beginning teacherse comparable to other professions* that require similar training.

Two additional steps also generate majority support from both teachers and all leadership groups. Requiring new teachers to serve a *supervised apprenticeship or internship* before being certified is one such step; it would also have important consequences for restructuring the profession. Sixty-nine percent of teachers and 55% or more of each leadership group think such a reform would help a lot. The other step is *having more parent involvement* with the school. Fifty-six percent of teachers and at least 52% of each leadership group think this step would also help a lot.

Four remaining possible steps generate less consensus among leaders, but all command majority support from teachers. For instance, less than half of the principals, superintendents, state legislators, and state education officials think that providing better tools and supplies, or providing advanced study sabbaticals, would help a lot to attract and retain good people in teaching. Yet 58% of teachers think sabbaticals would help, and an even greater 69% of teachers think that better tools and supplies would be effective in attracting and retaining the nation's teaching force.

Table 1-1 *Likelihood of Leaving Teaching*

QUESTION: Have you ever seriously considered *leaving* teaching to go into some other occupation?

QUESTION: Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation -- very likely, fairly likely, not too likely, or not at all likely?

QUESTION: And within the next *two* years how likely is it that you will leave teaching to go into some different occupation -- very likely, fairly likely, not too likely, or not at all likely?

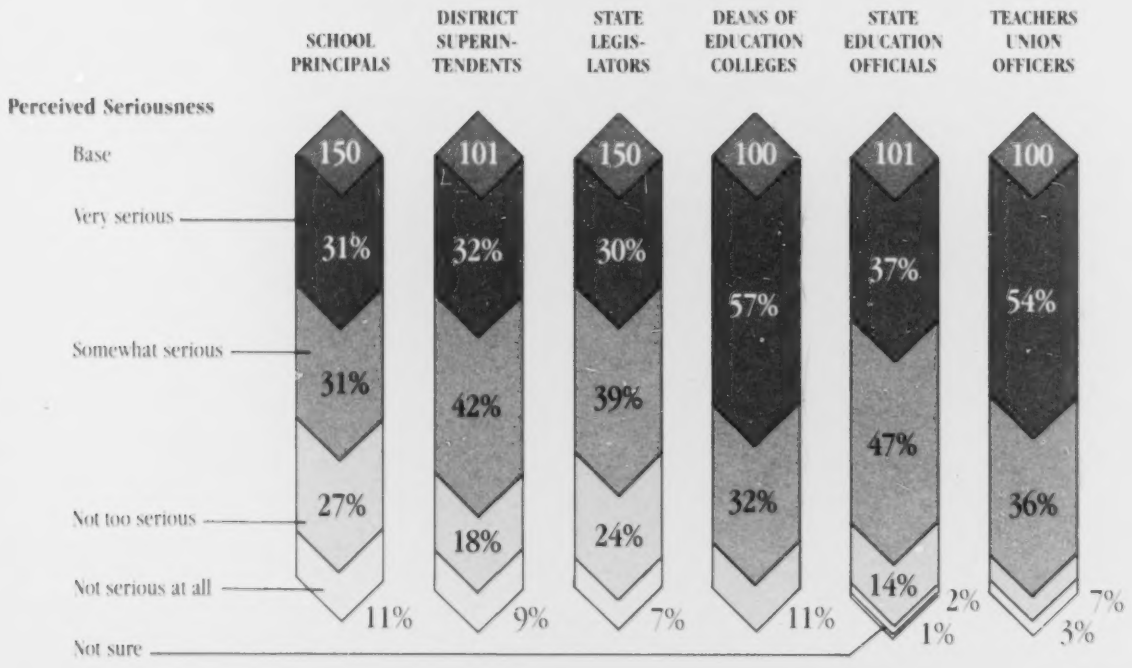
QUESTION: All in all, how satisfied would you say you are with your job as a teacher in the public schools.

	TOTAL TEACHERS (1984 SURVEY)	TOTAL TEACHERS (1985 SURVEY)	TOTAL TEACHERS (1986 SURVEY)	SEX		MARITAL STATUS AND SPOUSE'S WORK STATUS		
				MEN	WOMEN	NOT NOW MARRIED	SPOUSE DOES NOT WORK	SPOUSE WORKS
Base	1981 %	1846 %	1602 %	509 %	1093 %	408 %	169 %	1023 %
Ever Seriously Considered Leaving								
Yes, considered	—	51	55	66	50	60	52	54
No, not considered	—	49	45	34	50	40	48	46
Likely to Leave Within Next 5 Years								
Very likely	—	12	13	14	12	17	16	11
Fairly likely	—	14	14	16	13	14	16	14
Not too likely	—	26	30	31	30	34	20	30
Not at all likely	—	47	42	37	45	34	48	44
Likely to Leave Within Next 2 Years								
Very likely	—	NA	7	9	6	9	11	5
Fairly likely	—	NA	7	10	6	10	7	6
Not too likely	—	NA	8	8	8	8	9	8
Not at all likely	—	NA	5	4	5	4	5	5
(Not too or not at all likely in next 5 years)	—	(73)	(72)	(68)	(75)	(68)	(68)	(74)
Job Satisfaction								
Very satisfied	40	—	33	29	35	32	34	33
Somewhat satisfied	41	—	48	50	47	46	46	49
Somewhat dissatisfied	16	—	15	17	15	17	16	14
Very dissatisfied	2	—	4	5	3	5	3	3

Table 1-2 *Educational Leaders View a Possible Teacher Shortage*

QUESTION: **In the near future, how serious a problem do you feel that shortages of qualified teachers (in your school/in your district/in your state) will be – a very serious problem, somewhat serious problem, not too serious problem, or not a serious problem at all?**

QUESTION: **If there *were* a teacher shortage in some areas around the country, here are some things that might possible contribute to such a teacher shortage. For each, please tell me whether *you* think it will or will not contribute to a teacher shortage. Do you think (READ EACH ITEM) will or will not contribute to a teacher shortage?**



Factors See n As Contributing						
The salaries that teachers get	92	94	92	98	93	98
Opportunities in other fields, especially for women	95	87	93	95	98	99
The status that society gives to the teaching profession	86	89	78	97	92	98
The working conditions that teachers have	74	73	83	96	87	99
A *temporary* imbalance between the growth of the school-age population and the number of people who are entering teaching	83	79	74	88	76	85
A growth in the number of students today with *non*-education problems	69	65	68	68	66	71

Table 1-3 *Steps to Attract and Retain Good People in Teaching*

QUESTION: **I will now read you some steps that might be taken to attract good people into teaching and to encourage good teachers to remain in teaching. For each please tell me whether you think it would help a lot, help a little, or would not help at all?**

	PERCENT OF EACH GROUP SAYING THAT A STEP WOULD "HELP A LOT"						
	TEACHERS (1985 SURVEY)	SCHOOL PRINCIPALS	DISTRICT SUPERIN-TENDENTS	STATE LEGIS-LATORS	DEANS OF EDUCATION COLLEGES	STATE EDUCATION OFFICIALS	TEACHERS UNION OFFICERS
Base	1846 %	150 %	101 %	150 %	100 %	101 %	100 %
Steps With Across-the-Board Majority Support							
Providing a decent salary	94	93	93	84	91	89	99
Providing increased financial support for the school system	84	80	82	74	77	73	90
Providing compensation to beginning teachers comparable to other professions that require similar training	79	85	85	73	85	83	95
Requiring new teachers to serve a supervised apprenticeship or internship before being certified	62	69	60	59	67	72	55
Having more parent involvement with the schools	56	55	61	71	52	77	71
Steps that Sometimes Command Less than Majority Support from Some Groups							
Providing smaller class size	79	89	46	57	52	44	88
Reducing the amount of time teachers spend in non-teaching duties	74	52	48	53	72	71	86
Providing better tools and supplies teachers need to do their job	69	38	35	37	58	45	78
Providing advanced study sabbaticals for teachers to enhance their professional development	58	37	29	44	59	44	60

CHAPTER 2:

Evaluating Educational Reforms

When it comes to implementing the measures discussed in Chapter 1, the consensus between teachers and leaders breaks down. This chapter looks at priorities concerning reforms which should actually be funded. It reports several interesting differences between the priorities of teachers and the priorities of some educational leaders.

We also look at perceptions about the impact of educational reforms to date. Here we find a major difference in what teachers perceive and what some educational leaders perceive to have happened.

We then examine in depth several reforms that are already in place in many localities across the country, and that are on the drawing boards in others. We measure reactions to these reforms by both teachers and educational leaders. Such reactions provide — for the first time — information about *specific elements* of various reforms, some of which cause strong disagreement between teachers and leaders.

Priorities for Reform

Teachers tend to think first of those factors that impact most immediately on their students. Teachers were asked to state in their own words, in answer to an open-ended question, what particular educational reform they think it is most important for their state to fund or to keep funding. They most frequently cite *curriculum-related reforms*. Forty-five percent of teachers spontaneously mention these kinds of reforms, including special education programs, pre-school programs, bilingual education, vocational education, remedial programs, counseling services, and basic education (Table 2-1).

Teachers cite second most frequency a variety of *teacher-related reforms*. Twenty-eight percent say it is most important for their state to increase teacher salaries, hire more teachers, improve the training of teachers, and raise teacher standards.

And third in frequently from the teachers' point of view are *reforms related to the funding of the education system* (7%), such as level of funding, equity of funding, property tax reform, and state aid to local districts.

School principals tend to share the priorities of teachers, citing curriculum-related reforms most frequently as a priority (54%), and teacher-related reforms next most frequently (17%).

District superintendents and state legislators tend to spread their priorities more broadly, as one might expect of officials with wider responsibility. They cite with approximately equal frequency curriculum-related reforms, teacher-related reforms, and — in the case of superintendents — system funding-related reforms.

Union officers, deans of colleges of education, and state education officials tend to put teacher-related reforms first in priority. In the case of the college deans, 51% cite teacher-related reforms (especially salaries) as the most important educational priority for their state.

The Perceived Impact of Reform

Teachers and educational leaders differ markedly about the perceived impact of reforms. Most leadership groups are much more positive about the impact of reform to date than are teachers (Table 2-2). In the earlier 1985 *Metropolitan Life Survey of the American Teacher,* teachers tended to have mixed views on the consequences of reforms. Only 36% of teachers felt the reforms have so far had a positive impact on *teachers*. However, most leadership groups, when asked the same questions in the new 1986 survey, expressed a solidly favorable judgment about the impact of reforms to date. For example, 78% of state education officials and 73% of legislators believe reforms to have had a positive impact on teachers.

When it comes to the impact of reform on *students*, teachers tended to be divided between saying it has had a positive effect (42%) and saying there has not been much effect at all so far (44%). Union leaders tend to divide the same way. But all other educational leaders think that a positive impact has occurred on students so far. Again, state education officials see the most positive impact (85%).

Reactions to Performance Based Pay

Teachers and educational leaders are virtually unanimous on the need for providing financial incentives and career advancement opportunities in order to improve teaching conditions. However, less consensus exists on the merits and the impact of performance-based pay reforms, which have been legislated in many states.

Since the enactment of career ladders, merit pay, and mentor teacher programs (sometimes called master teacher programs), states have had very different experiences in implementing these reforms. Variations among states in the content of such programs makes it somewhat difficult to generalize, but one thing is quite clear from the survey data. Teachers and educational leaders do not see eye-to-eye on the acceptability of these types of performance-based pay plans, and they also view their impact quite differently. However, teachers and leaders do share a consensus on one type of performance based pay: mentor teacher programs are viewed by all groups as a positive approach to restructuring the profession.

Mentor Teacher Programs

Mentor teacher programs designate certain teachers to perform special one-on-one professional coaching for other teachers. Teachers who are familiar with mentor teacher programs are overwhelmingly in favor of them. Forty-four percent of teachers across the country are familiar with such programs, and of these fully 82% are in favor of them (Table 2-3).

All categories of education leaders concur. Over 80% of each type of leader surveyed expressed favorability toward mentor teacher programs.

Two arguments in favor of mentor teacher programs also receive ringing endorsement from teachers and leaders alike, and they provide some insight into reasons underlying the overall favorability toward the programs. Over 90% of each group agrees that mentor teacher programs help to improve the teaching skills of new teachers. And over 80% teachers and leaders alike agree that mentor teacher programs are a good way to continue coaching for *all* teachers no matter how experienced they are.

Two criticisms of mentor teacher programs received much less endorsement. Just 35% of teachers, and less than 30% of each leadership group, believe that mentor teacher programs create artificial and unfortunate distinction among teachers. A bare majority of teachers and less than a majority of each leadership group agreed that becoming a mentor teacher is too much of a short-term position instead of a permanent career advancement. However, it is significant that more teachers than leaders agree with these two criticisms.

OBSERVATION: Of the several specific reforms studied in the survey, mentor teacher programs proved to be the most popular among classroom teachers. One possible reason for such popularity may be that teachers perceive in mentor teacher programs the promise of receiving some help in their day-to-day task of teaching in the classroom — a promise that is necessarily more remote or indirect in the case of other reform proposals, such as specialty certification, career ladders, or merit pay.

A second possible reason for the popularity of the mentor teacher concept may be that it also promises to increase collegiality and to reduce isolation in the workplace — a goal that is, as we will see in Chapter 3, strongly endorsed by teachers.

A third possible reason for the support given to the idea of mentor teachers is the new possibilities for career advancement that it opens up to teachers. Some of these reasons may also influence educational leaders; mentor teacher programs also proved the most popular reform with leaders.

Merit Pay System

Merit pay systems were also examined in depth. Such systems select a certain number of teachers as meritorious and then pay them a greater amount of money with no change in their duties. A majority of American teachers are both familiar with and opposed to such merit pay systems. Leaders, for their part, are divided. Seventy-two percent of American teachers are familiar with the idea of merit pay, and 71% of those who are familiar say that they oppose merit pay systems (Table 2-4).

A majority of principals (55%) and an overwhelming majority of union leaders (97%) agree with teachers in opposing merit pay systems. But nearly three-quarters of deans of education colleges (73%) favor merit pay and bare majorities of superintendents, state legislators, and state education officials also favor systems of merit pay.

Two aspects of merit pay receive strong criticism from teachers and from many of the leadership groups. Eighty-six percent of teachers agree that merit pay systems create artificial and unfortunate distinctions among teachers. Half or more of each leadership group concurs, with union leaders nearly unanimous (97%) in this point of view. Seventy-eight percent of teachers agree that the means that are used to select the teachers for merit pay tend to be unfair and nonobjective. A majority of principals, superintendents, and state legislators, and an overwhelming majority of union leaders all agree with the teachers on this point. However, less than a majority of college deans and state education officials concur with this criticism of merit pay.

Arguments in favor of merit pay receive significantly less support from teachers, but considerable support from all of the leadership groups except union officers. Fifty percent of teachers (and a mere 7% of union leaders) believe that merit pay systems provide valuable incentives for teachers to improve their performance. But over 60% of each of the other leadership groups agree with this pro-merit pay argument. Forty-eight percent of teachers (and just 9% of their union leaders) agree that merit pay systems recognize and reward outstanding quality teachers. But over 70% of each of the other leadership groups believe this argument in favor of merit pay.

OBSERVATION: The issue of merit pay would seem to be a particularly contentious one. Teachers and their union leaders are strongly opposed, and other leadership groups are divided. Moreover, even many of the groups in favor of merit pay remain critical of the program on some points. In the *1984 Metropolitan Life Survey of the American Teacher*, teachers showed an openness to merit pay *if* merit could be judged in an objective manner. Skepticism that this is possible still seems a major sticking point in 1986.

Career Ladder Programs

The third type of reform examined was the concept of career ladders. Career ladder programs divide teaching into different jobs and then provide different ranks and different salaries according to the level of responsibility.

Teachers at the present time are closely divided in terms of favorability or opposition, whereas almost all leadership groups favor career ladders.

Thirty-nine percent of teachers nationwide say they are familiar with career ladder programs, and these teachers split 49% in favor of such programs and 46% opposed (Table 2-5). Each leadership group, on the other hand, has a solid majority in favor of career ladder programs, except for union leaders, who are 66% opposed. Leaders who are most favorable include state education officials (90%), and deans of education colleges (87%).

Some of the reasons behind such support or opposition are also presented in Table 2-5. A solid majority of teachers and of each leadership group (except union leaders) believe that career ladder programs improve teachers' chances for professional growth and development.

But at the same time, both teachers and their union leaders strongly agree with two possible criticisms of career ladder programs: that they create artificial and unfortunate distinctions among teachers, and that the methods used to select teachers for the programs are unfair and nonobjective. In contrast, most other categories of leaders tend to disagree with such criticisms.

When it comes to the question of whether teachers have any real say in the development and operation of the programs, most teachers and their union leaders think not, while most other leadership groups are more optimistic.

OBSERVATION: A fundamental disagreement in perspective over career ladders seems to exist at present between teachers and their union leaders, on the one hand, and other types of educational leaders, on the other hand. This may be due in part to the fact that, of the three reforms studied in the survey, teachers were least familiar (39%) with career ladders. But it is also possible that there is something about the idea of differentiated ranks of teachers with different duties and different salaries that runs against the grain of the nation's current teaching force. It may require not just increased familiarity with the concept, but also a change in thinking in order to turn the present close division of teacher opinion into fuller acceptance. It is therefore significant that the leaders of the nation's colleges of education are particularly strong in favor of the career ladder concept, for they will be producing the new teachers who will fill the ranks in the years ahead.

Teachers Most in Favor of Reforms

One group that proves to be consistently in favor of reform includes teachers who are newest to the profession, i.e., those who joined less than five years ago. Table 2-6 shows which other subgroups of teachers tend to favor each of the three types of reform.

Thus, mentor teacher programs are particularly supported by those with less than five years teaching experience, by teachers in the East, and by those whose household income is under $20,000. Career ladder programs are especially favored by those with less than five years' teaching experience, by high school teachers, by those who are not in unions, and by these whose household income is under $20,000. And merit pay systems are most supported by those with less than five years teaching experience, by high school teachers, by men, and by those who are not in unions.

OBSERVATION: That the newest members of the profession consistently support each type of reform more strongly than do more experienced teachers suggests three possible explanations. Newer teachers may be less wedded to the status quo and to past ways of doing things, thus being more open to new reform ideas. Second, new teachers are more recent products of the teaching and research than goes on at the nation's colleges of education — whose deans, as we have seen, are particularly supportive of reform. Third, the youngest generation in any profession may naturally be the most idealistic and hopeful that major change can soon be accomplished.

Experience With Performance-Based Pay

How many teachers in this country actually have any first-hand experience with any type of performance-based pay?

Seventeen percent of American teachers say they now participate in some type of performance-based pay program (Table 2-7). This includes 12% who say they are now in career ladder programs, 2% in merit pay systems, and 2% in mentor teacher programs.

Participation is reported most frequently in the South, where 33% of the teachers say they participate in performance-based pay programs, mainly in career ladder programs. The West has the second highest proportion of participants, with 20% of teachers there involved.

Among teachers who do participate, 72% have been involved for just one or two years (Table 2-8). However, over 15% have been involved for six or more years, indicating that a number of localities around the country pioneered years ago some of the reforms that have spread more widely only recently.

Most of the teachers who do not participate say that no such program yet exists in their school district (Table 2-7). Sixty-seven percent of all teachers report the lack of any such program. Just 15% of all teachers say that a performance-based program exists in their district of which they are not a part. However, among Western teachers, 31% say such a program exists in their district, but that they do not participate. Nationwide, among teachers who do not participate but who work in a district where performance-based pay exists, the majority (61%) say they simply are not interested in participating, but 37% say that they would like to participate yet cannot now for some reason (Table 2-8).

Overall, those teachers who are participating in a performance-based program are slightly, but only slightly, more in favor of career ladders, mentor teacher programs, and merit pay systems than are those teachers who have no such first-hand experience. Thus, increased familiarity does not automatically lead to increased enthusiasm at this time. A possible reason for this is that one of the earliest reforms to be tried in many localities was merit pay which, as we have seen, turned out to be not popular at all among teachers.

Leaders Cite Most Significant Reforms vs. Reforms Most in Need of Change

When asked to identify their state's most *significant* educational reform so far, leaders cite a variety of teacher-related reforms, curriculum reforms, and funding-related reforms. And the type of teacher-related reforms that the leadership groups point to most frequently include new certification standards and programs of performance-based pay (Table 2-9).

When leaders are asked to identify the educational reforms in their state that most need to be *changed or modified*, they also most frequently cite teacher-related reforms such as performance-based pay (Table 2-10). Union leaders and deans of education colleges are particularly likely to cite teacher-related reforms as being in need of modification.

OBSERVATION: Some leaders must be aware of teacher resistance to certain forms of performance-based pay, or else some leaders have discovered the difficulties of making performance-based pay work. Leaders cite this reform most frequently as being in need of modification.

Table 2-1 *Priorities in Funding of Reform*

QUESTION: **What particular educational reform do you think it is *most* important for your state to fund or to keep funding?**

	TEACHERS	SCHOOL PRINCIPALS	DISTRICT SUPERINTENDENTS	STATE LEGISLATORS	DEANS OF EDUCATION COLLEGES	STATE EDUCATION OFFICIALS	TEACHERS UNION OFFICERS
Base	1602	150	101	150	100	101	100
	%	%	%	%	%	%	%
Curriculum Related (Total)	**45**	**54**	**31**	**34**	**16**	**29**	**24**
Special education programs	14	14	6	3	4	1	3
Reduce class size	8	7	5	7	2	4	5
Pre-school/early education	2	5	4	5	5	8	1
Bi-lingual education	1	2	—	—	—	—	—
Basic education	3	7	3	7	1	2	5
Vocational education	2	3	3	4	—	2	1
Reading programs	2	1	—	—	1	—	1
"Chapter One"*	2	7	3	—	—	1	7
"Primetime"*	1	—	—	1	—	—	—
Improve curriculum	1	2	2	—	1	3	—
Specific curricula	3	1	—	2	—	1	—
Counseling services	2	4	1	1	2	2	—
Remedial programs	2	1	2	2	—	2	1
Programs for average student	1	—	1	1	—	—	—
Improve student competency	1	—	1	1	—	3	—
Teacher Related (Total)	**28**	**17**	**25**	**29**	**51**	**38**	**35**
Increase teacher salaries	17	9	12	13	33	18	29
More teachers	2	—	—	—	—	1	—
Training of teachers	3	3	7	5	12	10	2
Improve teacher standards	2	3	5	5	2	5	3
Performance based pay	1	1	1	6	3	4	1
Provide supplies	3	1	—	—	1	—	—
Funding Related (Total)	**7**	**14**	**21**	**15**	**10**	**15**	**24**
Funding for education	3	7	13	7	4	4	12
Equity of funds	1	3	5	4	—	4	5
Eliminate property taxes	1	1	—	2	—	1	1
More aid for disadvantaged	1	1	2	1	5	3	2
Increase aid to districts	1	2	1	1	1	3	4
Miscellaneous (Total)	**12**	**13**	**23**	**21**	**21**	**18**	**15**
School lunch, breakfast	1	1	—	—	—	—	—
Elementary/secondary education	*	1	3	3	8	4	6
Improve facilities	1	—	1	1	—	—	—
All others	10	11	19	17	13	14	9
Don't Know/No Answer	**7**	**1**	**1**	**1**	**1**	**1**	**2**

*Specific legislative acts in various individual states.

Table 2-2 *Perceived Impact of Educational Reform to Date*

Base: Those who report implementation of reforms in their district/state

QUESTION: **On the whole, would you say that the educational reforms (in your school district/in your state) have had a positive effect, negative effect, or not much effect on *students?***

QUESTION: **On the whole, would you say that the educational reforms (in your school district/in your state) have had a positive effect, negative effect, or not much effect on *teachers?***

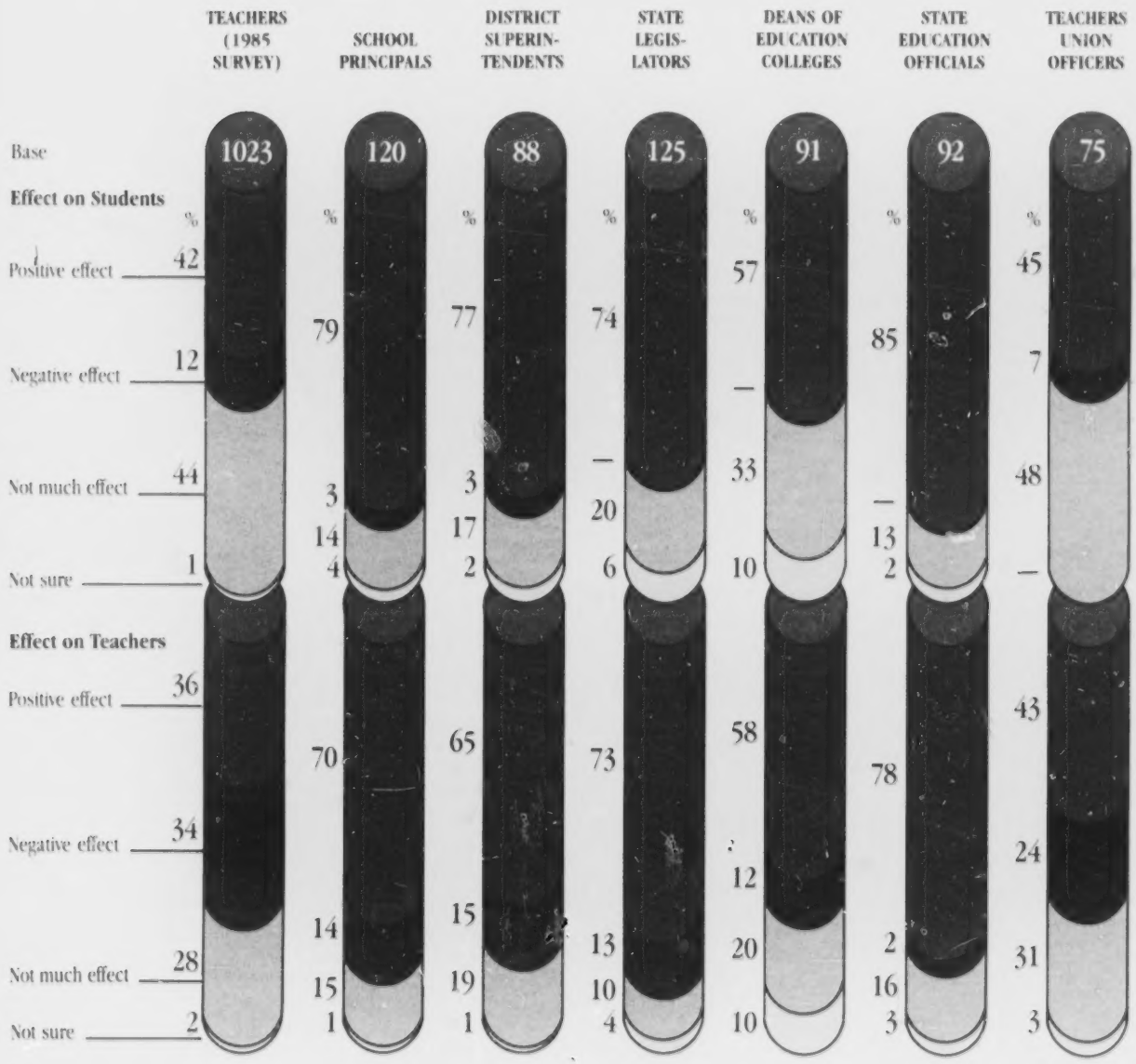


Table 2-3 *Support for Mentor Teacher Programs*

QUESTION: Now some questions about ***mentor teacher programs***. These programs designate certain teachers to perform special one-on-one professional coaching for other teachers. (Are you familiar or not too familiar with ***mentor teacher programs?***)

QUESTION: Here are some statements regarding ***mentor teacher programs***. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.

QUESTION: Overall, do you personally favor or oppose ***mentor teacher programs?***

Base	PERCENT OF EACH GROUP WHO						
	TEACHERS*	SCHOOL PRINCIPALS	DISTRICT SUPERIN-TENDENTS	STATE LEGIS-LATORS	DEANS OF EDUCATION COLLEGES	STATE EDUCATION OFFICIALS	TEACHERS UNION OFFICERS
	700 %	150 %	101 %	150 %	100 %	101 %	100 %
Favor or Oppose Mentor Teachers Programs							
Favor	82	92	85	83	99	98	82
Oppose	15	6	11	4	1	1	11
Depends (vol.)	2	—	1	7	—	—	5
Not sure	1	2	3	7	—	1	2
Agree with Arguments Pro and Con							
Mentor teacher programs help to improve the teaching skills of new teachers	92	94	94	91	96	96	93
Mentor teacher programs are a good way to continue coaching for *all* teachers no matter how experienced they are	80	89	93	80	93	87	82
Becoming a mentor teacher is too much of a short-term position instead of a permament career advancement	52	45	40	30	31	21	40
Mentor teacher programs create artificial and unfortunate distinctions among teachers	35	25	16	20	4	5	30

*Only the 44% of teachers who said they were familiar with mentor teacher programs are shown.

Table 2-4 *Support for Merit Pay Systems*

QUESTION: **Now some questions about *merit pay systems*. These systems select a certain number of teachers as meritorious and then pay them a greater amount of money with no change in their duties. (Are you familiar or not too familiar with *merit pay systems?*)**

QUESTION: **Here are some statements regarding *merit pay systems*. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.**

QUESTION: **Overall, do you personally favor or oppose *merit pay systems?***

	PERCENT OF EACH GROUP WHO						
Base	TEACHERS*	SCHOOL PRINCIPALS	DISTRICT SUPERINTENDENTS	STATE LEGISLATORS	DEANS OF EDUCATION COLLEGES	STATE EDUCATION OFFICIALS	TEACHERS UNION OFFICERS
	1149 %	150 %	101 %	150 %	100 %	101 %	100 %
Favor or Oppose Merit Pay							
Favor	26	40	51	50	73	52	3
Oppose	71	55	45	39	24	42	97
Depends (vol.)	2	3	3	7	1	5	—
Not sure	1	3	1	4	2	1	—
Agree with Arguments Pro and Con							
Merit pay systems create artificial and unfortunate distinctions among teachers	86	71	59	50	50	53	97
The means that are used to select the teachers for merit pay tend to be unfair and non-objective	78	56	54	55	36	48	94
Merit pay systems provide valuable incentives for teachers to improve their performance	50	63	63	73	75	69	7
Merit pay systems recognize and reward outstanding quality teachers	48	68	68	74	76	69	9

*Only the 72% of teachers who said they were familiar with merit pay systems are shown.

Table 2-5 *Support for Career Ladder Programs*

QUESTION: Now some questions about *career ladder programs*. These programs divide teaching into different jobs and then provide different ranks and different salaries according to the level of responsibility. (Are you familiar or not too familiar with *career ladder programs?*)

QUESTION: Here are some statements regarding *career ladder programs*. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.

QUESTION: Overall, do you personally favor or oppose *career ladder programs?*

	PERCENT OF EACH GROUP WHO						
	TEACHERS*	SCHOOL PRINCIPALS	DISTRICT SUPERIN-TENDENTS	STATE LEGIS-LATORS	DEANS OF EDUCATION COLLEGES	STATE EDUCATION OFFICIALS	TEACHERS UNION OFFICERS
Base	617 %	150 %	101 %	150 %	100 %	101 %	100 %
Favor or Oppose Career Ladders							
Favor	49	59	65	73	87	90	30
Oppose	46	33	30	15	12	6	66
Depends (vol.)	4	3	4	7	1	2	4
Not sure	1	5	1	5	—	2	—
Agree with Arguments Pro and Con							
Career ladder programs create artificial and unfortunate distinctions among teachers	72	53	49	27	34	19	75
Career ladder programs improve teachers' chances for professional growth and development	63	78	79	85	91	90	42
The methods used to select teachers for career ladder programs are unfair and nonobjective	56	38	31	31	22	18	80
Teachers have a real say in the development and operation of the career ladder program	30	50	54	47	52	61	19

*Only the 39% of teachers who said they were familiar with career ladder programs are shown.

Table 2-6 *Which Teachers Support Each of Three Types of Reform*

Base: Those who are familiar

Base	FAVOR MENTOR TEACHER PROGRAMS	FAVOR CAREER LADDER PROGRAMS	FAVOR MERIT PAY SYSTEMS
	700	617	1149
	%	%	%
Total Teachers	**82**	**49**	**26**
Receive Performance-Based Pay			
Those who receive	87	50	27
Those who do not	81	49	26
Type of School			
Elementary	83	47	23
Junior high	77	45	28
High school	84	52	30
Region			
East	90	64	27
Midwest	86	57	31
South	84	40	23
West	71	53	21
Size of Place			
Inner city	81	52	31
Other urban	78	53	26
Suburban	83	53	29
Small town	84	45	25
Rural	84	48	22
Sex of Teacher			
Male	83	52	30
Female	82	48	24
Experience of Teacher			
Less than 5 years	93	65	45
5 to 9 years	89	50	28
10 to 19 years	82	46	25
20 years or more	78	50	23
Training of Teacher			
Up through 4 years of college	84	36	28
Some graduate credits	78	50	24
Master's completed	85	57	27
Beyond master's	83	45	26
Union Membership			
Yes	83	46	24
No	81	59	38
Household Income of Teacher			
Under $20,000	90	58	29
$20,001 to $30,000	80	52	28
$30,001 to $40,000	80	48	30
$40,001 and over	84	47	22

NOTE: All figures are based on those teachers who said they were familiar with the particular reform being discussed.

Table 2-7 *Teachers Who Participate In Performance-Based Pay Programs*

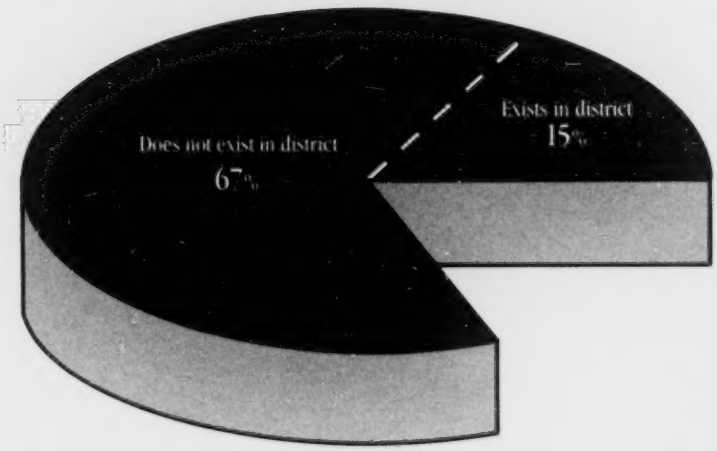
QUESTION: **Are you yourself now participating in any "performance-based pay" program, such as merit pay, career ladders, mentor-teacher program, etc.?**

QUESTION: **What type of performance-based pay do you receive?**

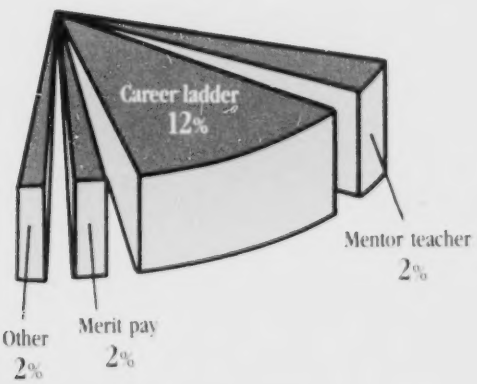
QUESTION: **Does any type of performance-based pay program currently exist in your own school?**

Total Teachers
Base **1602**

Does not participate
82%



Participates
17%



	REGION			
	EAST	MIDWEST	SOUTH	WEST
Base	337	446	515	284
	%	%	%	%
Participates	**7**	**6**	**33**	**20**
Merit pay	1	1	4	1
Career ladder	2	3	26	11
Mentor teacher	2	*	1	5
Other	2	1	2	3
Does not participate	**93**	**94**	**66**	**80**
Exists in district	6	6	6	31
Does not exist in district	85	88	46	47

*Less than 0.5%

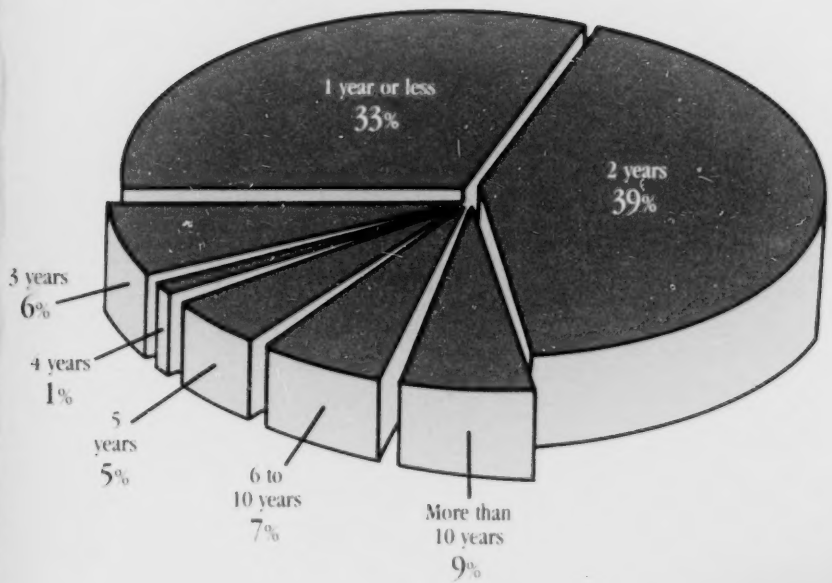
Table 2-8 *Some Further Details About Teachers Who Do Participate and Those Who Do Not*

QUESTION: **How many years total have you participated in (this program/these programs)?**

QUESTION: **Would you like to participate in the program, or do you have no interest in participating?**

QUESTION: **Are you not participating now because of limited funding for the program, or because you did not meet the selection criteria, or for some other reason?**

Length of Participation by Those Who Do Particiate
Base
280



Interest in Participating by Those Who Do Not Participate Where Program Exists
Base
237

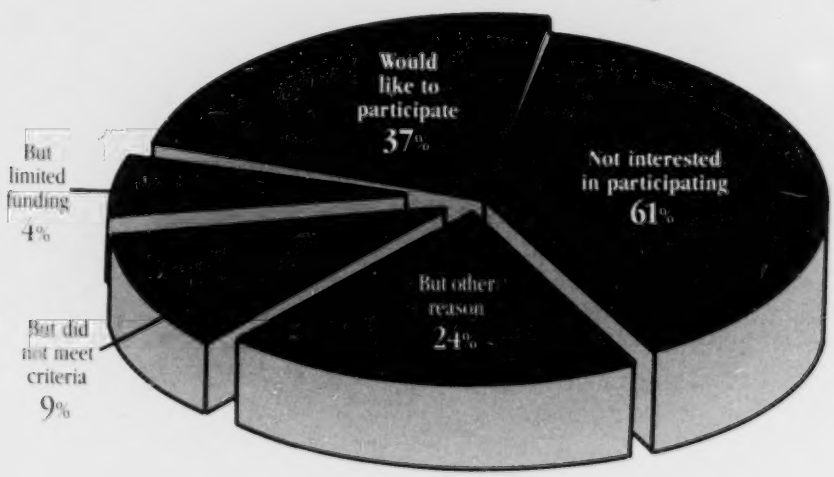


Table 2-9 *Leaders Identify Their State's Most Significant Reform*

QUESTION: **What would you identify as your state's *most significant* educational reform so far? (PROBE, IF NEEDED): Why do you feel that it is significant?**

	SCHOOL PRINCIPALS	DISTRICT SUPERINTENDENTS	STATE LEGISLATORS	DEANS OF EDUCATION COLLEGES	STATE EDUCATION OFFICIALS	TEACHERS UNION OFFICERS
Base	150 %	101 %	150 %	100 %	101 %	100 %
Teacher Related (Total)	**17**	**21**	**23**	**42**	**25**	**32**
New certification standards	3	—	1	11	7	10
Competency tests (all)	—	—	2	2	1	—
Competency tests (new only)	—	—	1	1	1	2
Teacher testing (unspecified)	3	1	2	—	1	1
Rigorous exam before certification	—	1	—	1	3	1
Performance based pay	4	6	9	5	5	7
Salary increases (all)	2	1	1	8	—	2
Salary increases (beginning only)	—	—	1	1	—	1
Salary increases (unspecified)	—	6	1	2	2	3
Tenure reforms	1	—	—	—	1	—
Reduced time on non-teaching duties	1	—	—	—	—	—
Teacher evaluations	1	2	1	2	1	4
Teacher training	—	2	3	8	3	—
Teacher internships	1	—	—	—	—	1
Accountability of teachers	2	1	1	—	—	—
Curriculum Related (Total)	**42**	**41**	**33**	**33**	**37**	**26**
Graduation requirements	7	13	7	12	12	2
Student competency testing	5	7	3	3	4	1
Curriculum improvement	4	4	1	8	4	3
Pre-school education	1	1	5	2	4	1
Special education	5	2	3	—	1	1
Vocational education	1	—	—	—	1	—
Basic education	3	1	1	2	4	3
Competency based curriculum	2	—	—	—	1	—
"Primetime"	—	1	3	—	1	3
"Foundation Aid"*	—	—	2	—	1	1
"Basic Education Act"*	1	—	2	1	1	4
"Excellence in Education"*	3	3	1	1	—	—
"Regents Action Plan"*	2	3	1	3	—	—
Change in school day, year	5	2	1	—	1	—
Accreditation system	—	2	1	—	2	—
Reduced class size	3	2	2	1	—	7
Funding Related (Total)	**9**	**9**	**15**	**3**	**10**	**13**
Equity of fund distribution	1	4	7	—	5	4
Increased funding	7	4	7	3	4	7
Method of funding	1	1	1	—	1	2
Miscellaneous (Total)	**27**	**26**	**23**	**19**	**28**	**14**
None/Nothing	**4**	**3**	**3**	**1**	**—**	**9**
Don't Know/No Answer	**3**	**1**	**3**	**2**	**1**	**6**

Table 2-10 *Leaders Identify Reforms Most in Need of Modification*

QUESTION: **And what would you identify as the educational reform in your state that most needs to be *changed* or *modified?***

	SCHOOL PRINCIPALS	DISTRICT SUPERIN-TENDENTS	STATE LEGIS-LATORS	DEANS OF EDUCATION COLLEGES	STATE EDUCATION OFFICIALS	TEACHERS UNION OFFICERS
Base	150 %	101 %	150 %	100 %	101 %	100 %
Teacher Related (Total)	**18**	**22**	**27**	**47**	**25**	**41**
Performance-based pay	3	4	8	6	7	11
Competency tests (all)	—	1	1	1	—	2
Competency tests (new only)	1	—	1	1	—	—
Teacher testing (unspecified)	—	—	2	4	—	4
New certification standards	4	2	1	10	1	4
Rigorous exam before certification	—	—	—	1	—	—
Tenure reforms	1	3	1	—	—	—
Salary increases (all)	1	2	1	5	2	6
Salary increases (beginning only)	—	—	1	—	—	1
Salary increases (unspecified)	3	4	6	5	6	8
Reduced time on non-teaching duties	—	—	—	1	—	1
Teacher evaluations	1	2	2	2	1	2
Teacher training	3	3	3	11	8	2
Staff development	1	1	—	—	—	—
Curriculum Related (Total)	**21**	**20**	**20**	**13**	**20**	**11**
Graduation requirements	2	3	—	4	2	2
Student competency testing	1	—	3	—	3	2
Special education	6	9	2	2	—	3
Vocational education	3	2	5	1	5	1
Pre-school education	1	3	1	1	2	1
Drop out program	1	—	4	3	5	—
Basic education	4	—	2	1	2	—
Reduced class size	3	3	3	1	1	2
Funding Related (Total)	**17**	**20**	**15**	**8**	**12**	**17**
Method of funding	6	5	5	2	6	1
Property tax reform	1	1	2	1	—	2
Increased funding	5	7	3	3	4	12
Equity of fund distribution	5	7	5	2	2	2
Miscellaneous (Total)	**29**	**31**	**31**	**28**	**30**	**23**
Consolidation of districts	2	2	4	3	5	—
Administrative training	—	—	1	1	1	1
All other mentions	27	29	26	24	24	22
None/Nothing	**2**	**5**	**3**	**3**	**9**	**7**
Don't Know/No Answer	**13**	**3**	**4**	**1**	**5**	**1**

CHAPTER 3:

Changing the Structure of Teaching

Both teachers and educational leaders support the restructuring of the teaching profession in many different areas such as economic mobility between districts, professional certification, and isolation versus collegiality in the workplace. Once again, as we saw earlier in regard to other reforms, teachers and leaders often agree on goals, but they are not always in agreement on implementation.

Teachers View Specialty Certification Boards

Specialty certification boards are one of the major new ways being proposed to restructure teaching in order to raise standards and strengthen the profession. These boards would certify experienced teachers in their own specialty, based on formal training and experience and rigorous examinations or other evidence of outstanding performance. Such boards already exist in some other professions, such as for accountants, architects, and lawyers.

A narrow majority of American teachers favor such specialty certification boards. Many leaders are also supportive.

Fifty-two percent of teachers favor such boards while 41% oppose them (Table 3-1). At the present time, however, teachers are not certain just how such certification boards should be used. No one model of usage receives majority endorsement. Of three alternative ways examined in the survey — using the boards as an alternative to merit pay (35%), as an alternative to career ladders (27%), or as a means of advancing through a career ladder program (39%) — the third garnered the most support from teachers, but still only about 4 in 10 teachers currently see that as a good use of certification.

Teachers are not at all undecided on some other issues related to certification boards. Seventy-two percent believe that increased salary should be given to those teachers who become certified. And 81% believe that, if advanced training is needed for certification, teachers should be reimbursed in some way for the cost of the training.

Support is broadly spread across most categories of teachers. While support is slightly higher among Eastern teachers, among those who have training beyond the master's degree, and among those who are not in unions such as the AFT or NEA, these tendencies are not strong. Most other categories of teachers show very even levels of support (Table 3-2).

Leaders View Specialty Certification Boards

Most of the leadership groups surveyed also have a majority in favor of specialty certification boards. Union officers (70%) and deans of colleges of education (61%) are especially in favor. However, school principals and state education officials are evenly divided at the present time, with approximately as many in favor as opposed (Table 3-1). It is understandable that state officials might be somewhat reluctant. Since they presently have responsibility over teacher certification, some might feel uncertain as to how the new specialty certification boards might affect their role in licensing teachers.

Of the three alternative usages studied, using certification boards as a means of advancing through a career ladder program proves to be the most popular with 5 out of 6 types of educational leaders. However, a majority of

union officers (55%) would rather use certification as an alternative to merit pay systems. A solid majority of all six types of leaders concur that teachers who become certified should receive increased salary.

On the practical issue of who pays, leaders are somewhat split on who should bear the cost of any advanced training that might be needed for certification. School principals and union officers strongly agree with teachers that they should be reimbursed. But district superintendents disagree, while state education officials are narrowly divided on the reimbursement question. Legislators and deans have slight majorities in agreement with teachers on the matter of who should pay.

OBSERVATION: The *Metropolitan Life Survey of the American Teacher* discovered in its two previous surveys that American teachers strongly support new measures that might serve to increase the professionalism of teaching as an occupation. It is quite likely that this same motive or goal lies behind teachers' support of the proposed specialty certification boards in the new 1986 survey. And the support given by many leadership groups underscores the widespread desire to see a more professionalized teaching force in the U.S. It is also clear from the data that both leaders and teachers at the present time remain relatively open as to the exact use to which such boards might eventually be put. As this reform idea evolves, and as they have an opportunity to react to specific proposals, it is to be expected that they will support some uses more enthusiastically than others.

Economic Mobility Between Districts

A majority of American teachers (55%) have changed from one school district to another district at some time during their teaching career. Teachers in the West are slightly more likely to have done so than those elsewhere in the country (Table 3-3).

Three out of every ten American teachers have been personally affected by lack of economic mobility between school districts. Sixteen percent say they have lost salary credit for past service during a change between districts. Another 13% say they at some time decided *not* to make a career change from one district to another because of fear they *might* lose salary credit. Again, teachers in the West are the most likely to report having been affected by lack of economic mobility. Among teachers who did report a salary loss, the annual dollar loss was reported by the median teacher to be $1,800 per year. (This is not always in 1986 dollars, since many of the losses are from years past, prior to inflation.)

Both teachers and all the leadership groups in the survey overwhelmingly agree that a teacher's total years of past teaching experience *should* be recognized with the corresponding salary when a teacher moves from one school

district to another (Table 3-4). Eighty-five percent of teachers and over 80% of every leadership group agree with this as a goal. But the intensity of that agreement varies dramatically between groups. While teachers and union officers are strongly committed to the principle, some leadership groups are much weaker in their commitment. Among legislators, state education officials and college deans, there are about as many leaders who only agree with the principle "somewhat" as there are leaders who agree "strongly."

Teachers and education leaders alike also recognize that there could be both serious drawbacks as well as major advantages to such increased economic mobility between districts (Table 3-5). One advantage of giving full salary credit for past service might be to encourage some of those who have left teaching to return to the classroom. A majority both of teachers and of each leadership group think that such a policy would achieve this goal. Another advantage might be to attract teachers to high shortage geographic areas like inner cities. A majority of teachers and a majority of all leadership groups, except principals and deans, believe that giving full salary credit for past service would have this effect.

But a possible disadvantage of increased economic mobility might be to deprive poorer school districts of many of their best teachers. A majority both of teachers and of all leadership groups say that increased economic mobility would have such an effect. Another possible disadvantage might be to make some school districts top-heavy with senior teachers whose salaries are at the upper end of the scale. A majority of teachers and of all leadership groups, except union officers, concur with this concern.

OBSERVATION: Increased economic mobility between districts is an objective that, quite naturally, is overwhelmingly favored by American teachers. Members of many other professions expect, when they change employers, to be able to transport the experience, rank, and standing that is documented on their resume or in their curriculum vitae. But this mark of professionalism is often denied to school teachers, and many resent it. Over half of the nation's teaching force have at some time shifted from one school district to another and, thus, have had personal experience with the constraints on economic mobility that presently exist in many parts of the country. Moreover, 3 in 10 teachers have personally experienced negative aspects of those constraints on mobility — either by loss of salary credit during a move or else by reduced mobility due to fear of such salary loss. However, teachers are aware that the issue is not entirely one-sided. Teachers recognize that there may be some undesirable consequences for some school systems if total compensation were portable.

Increasing Collegiality and Reducing Isolation

American teachers strongly support steps that would improve their working conditions by increasing collegiality and reducing isolation. This support comes from teachers across the board, including elementary schools, junior high schools, and high schools (Table 3-6).* Seven out of ten teachers think it would help a lot to have a formal system, such as "teacher centers," where teachers can get help and ideas from other teachers and administrators. Seven in ten teachers also think it would help a lot to have ways in which teachers could help each other with troublesome students.

Six out of ten teachers also support two other steps to reduce isolation on the job: having more structured and organized time to talk with colleagues about professional matters, and receiving more support in dealing with students from the *non*-education professionals in the school system.

Of the five steps tested, the least popular — although it still garners majority support — is having teachers able to observe each other in the classroom and provide feedback to one another. It may be that this kind of observation brings up issues of "peer review" — a concept which, as we will see in Chapter 4, is not currently popular among teachers.

The Issue of Class Size

Workload governs the effectiveness with which teachers can deliver their services to individual students Therefore, class size is another aspect of working conditions that many teachers are concerned about. In the *1985 Metropolitan Life Survey of the American Teacher*, 79% of teachers said that providing smaller class size would help a lot to encourage good people to remain in teaching.

The new 1986 survey inquired about the typical class size that teachers actually face today, and about the class size they think is both reasonable and desirable.

The median number of students *actually* taught by a typical teacher today is 25. The median number of students that teachers feel *ought* to be in a class is 21 (Table 3-7). Sixty-eight percent of American teachers feel that the size of the typical class they teach is currently too large. The typical teacher believes that a reduction of 16% in the size of today's classes is needed in order to assure effective teaching. Class size is largest in the West and in the inner cities.

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*Leadership groups were not asked this particular set of questions.

Table 3-1 *Support for Specialty Certification Boards*

QUESTION: **Some people have suggested the establishment of *specialty certification boards*, such as exist for some other professions like accountants, architects, and lawyers. These boards would certify experienced teachers in their own specialty, based on formal training and experience and rigorous examinations or other evidence of outstanding performance. Do you personally favor or oppose establishing such specialty certification boards?**

QUESTION: **If such specialty certification boards were established, they might be used in several different possible ways. Do you think that specialty certification boards should, or should not (READ EACH ITEM)?**

QUESTION: **If such specialty certification boards were established, do you think that increased salary should, or should not, be given to those teachers who become certified in a specialty?**

QUESTION: **If advanced training is needed for specialty certification, do you think that teachers should pay for the training themselves, or do you think that teachers should be reimbursed in some way?**

	PERCENT OF EACH GROUP WHO						
	TEACHERS	SCHOOL PRINCIPALS	DISTRICT SUPERINTENDENTS	STATE LEGISLATORS	DEANS OF EDUCATION COLLEGES	STATE EDUCATION OFFICIALS	TEACHERS UNION OFFICERS
Base	1602 %	150 %	101 %	150 %	100 %	101 %	100 %
Favor/Oppose Boards							
Favor	52	47	52	54	61	46	70
Oppose	41	45	4	34	35	47	21
Depends (vol.)	3	6	2	5	4	3	6
Not sure	3	2	5	7	—	5	3
Think That Certification Boards Should Be Used							
As an alternative to merit pay systems	35	37	20	27	17	16	55
As an alternative to career ladder programs	27	28	22	19	13	11	43
As a means of advancing through a career ladder program	39	45	35	41	43	32	36
Think That Increased Salary							
Should be given	72	70	61	67	73	59	58
Should not be given	24	27	31	23	22	28	33
Depends (vol.)	2	2	5	5	4	8	7
Not sure	2	1	3	5	1	5	2
Think That the Cost of Advanced Training Should Be							
Paid by teachers	16	34	53	39	39	44	9
Reimbursed	81	60	39	50	53	46	83
Depends (vol.)	3	5	6	7	7	9	3
Not sure	*	1	2	4	1	2	5

*Less than 0.5%.

Table 3-2 *Which Teachers Favor Specialty Certification Boards*

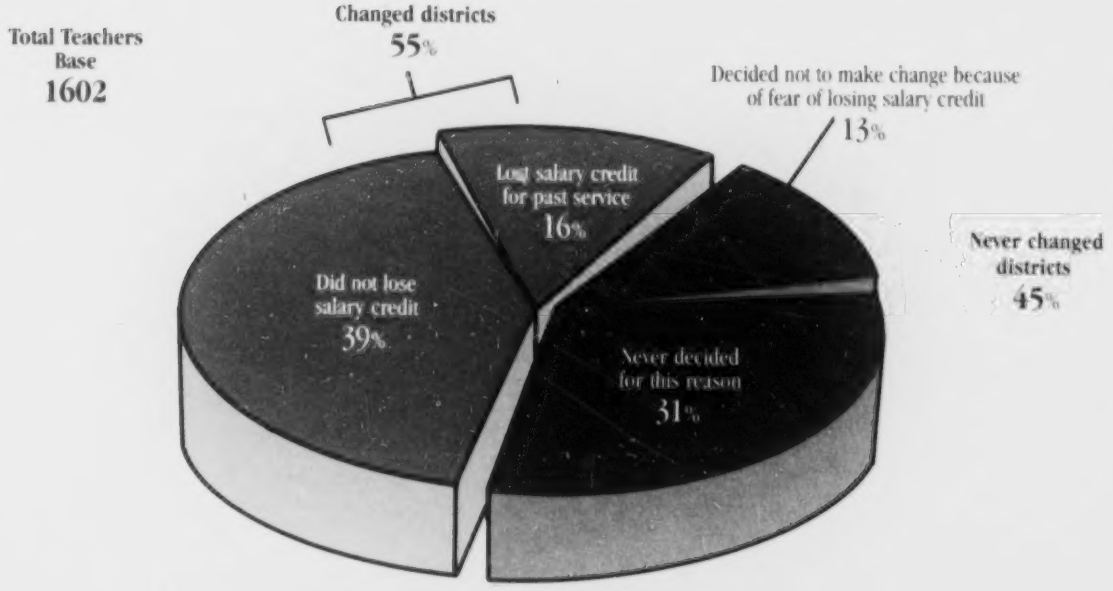
	BASE	FAVOR	OPPOSE	DEPENDS	NOT SURE
		%	%	%	%
Total Teachers	**1602**	**52**	**41**	**3**	**3**
Type of School					
Elementary	904	50	43	3	4
Junior high	342	54	41	3	2
High school	443	55	39	4	2
Region					
East	337	58	34	2	5
Midwest	466	51	42	4	2
South	515	51	44	3	3
West	284	49	44	4	4
Size of Place					
Inner city	186	51	42	2	4
Other urban	176	54	39	4	3
Suburban	370	53	40	4	4
Small town	509	52	42	3	3
Rural	355	52	42	4	2
Sex of Teacher					
Male	509	52	43	4	2
Female	1093	52	41	3	4
Experience of Teacher					
Less than 5 years	98	55	41	1	3
5 to 9 years	259	55	39	3	3
10 to 19 years	771	51	43	4	3
20 years or more	473	53	41	3	4
Training of Teacher					
Up through 4 years college	275	50	45	2	3
Some graduate credits	472	51	42	3	4
Master's completed	515	52	41	4	4
Beyond master's	340	57	38	4	2
Union Membership					
Yes	1337	51	42	3	4
No	264	59	37	3	2
Wealth of District					
Above state average	332	54	40	3	3
Average for state	702	53	41	4	3
Below state average	552	51	43	3	4

Table 3-3 *Teachers' Mobility Between School Districts and its Impact on Income*

QUESTION: **During your teaching career have you ever changed from one school district to another district?**

QUESTION: **The most recent time you changed districts, did you lose credit in terms of salary for any of your years of past service?**

QUESTION: **Have you ever decided *not* to make a change from one school district to another *because* of fear that you might lose salary credit for years of past service?**



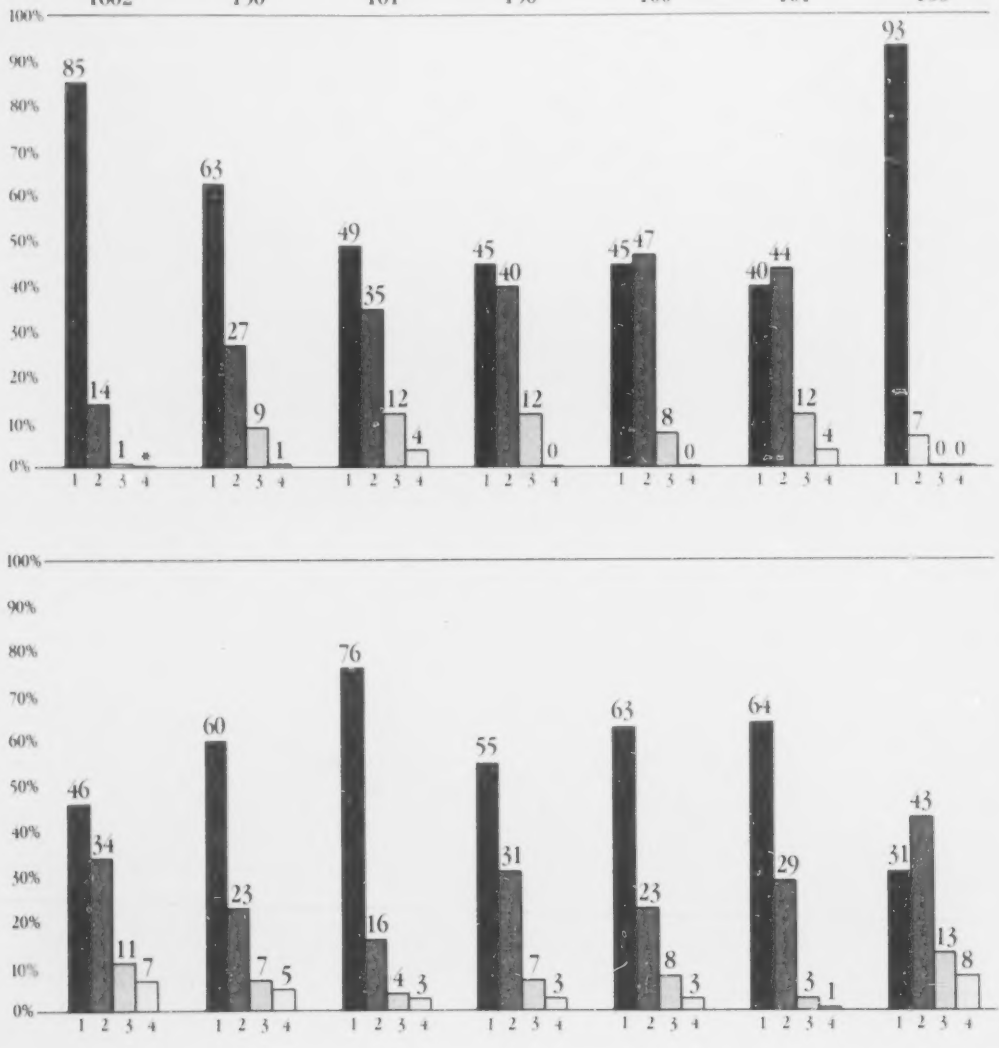
	REGION			
	EAST	MIDWEST	SOUTH	WEST
Base	337	446	515	284
	%	%	%	%
Changed districts	**51**	**54**	**55**	**61**
Lost salary credit for past service	12	16	12	29
Did not lose salary credit	39	38	42	33
Never changed districts	**49**	**46**	**45**	**39**
Decided not to make change because of fear of losing salary credit	17	13	10	17
Never decided for this reason	32	32	35	21

Table 3-4 *Support for Policy Changes Affecting Economic Mobility and Tenure*

QUESTION: **Here are some statements that people have made about the education system. For each, please say whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.**

PERCENT OF EACH GROUP WHO AGREE OR DISAGREE

	TEACHERS	SCHOOL PRINCIPALS	DISTRICT SUPERINTENDENTS	STATE LEGISLATORS	DEANS OF EDUCATION COLLEGES	STATE EDUCATION OFFICIALS	TEACHERS UNION OFFICERS
Base	1602	150	101	150	100	101	100
Economic Mobility A teacher's years of experience should be recognized with the corresponding salary when a teacher moves from one school district to another							
1 Agree strongly	85	63	49	45	45	40	93
2 Agree somewhat	14	27	35	40	47	44	7
3 Disagree somewhat	1	9	12	12	8	12	0
4 Disagree strongly	*	1	4	0	0	4	0
Tenure Policy Tenure should be as difficult for teachers to get as it is for them to lose							
1 Agree strongly	46	60	76	55	63	64	31
2 Agree somewhat	34	23	16	31	23	29	43
3 Disagree somewhat	11	7	4	7	8	3	13
4 Disagree strongly	7	5	3	3	3	1	8



1 Agree strongly
2 Agree somewhat
3 Disagree somewhat
4 Disagree strongly

*Less than 0.5%

Table 3-5 *Perceived Impact of Increased Economic Mobility for Teachers*

QUESTION: **Some people have suggested that, when a school district hires teachers, the district should give full credit for a teacher's total years of past teaching service. If school districts did give full credit for past service, do you think it would, or would not (READ EACH ITEM).**

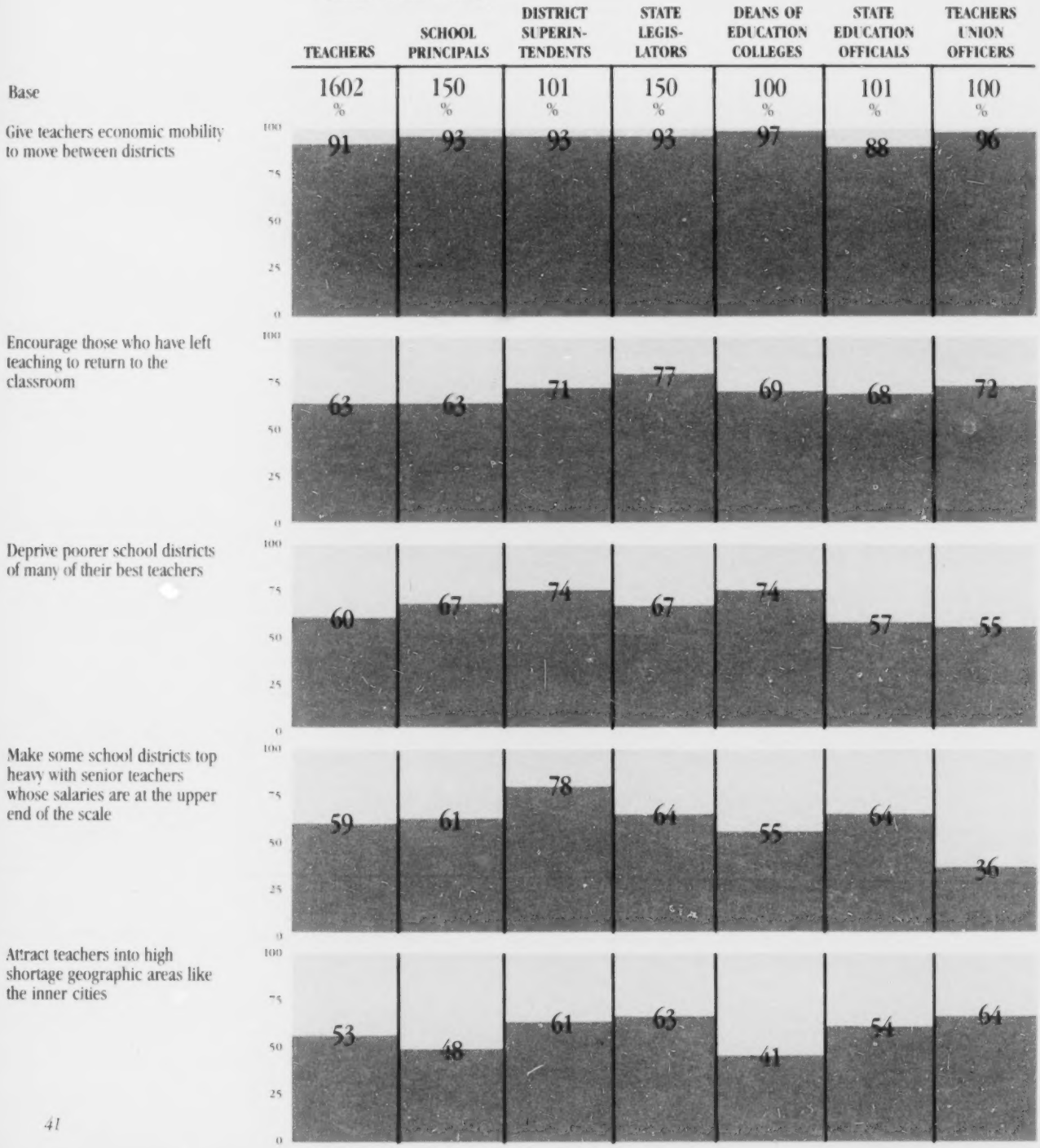


Table 3-6 *Some Steps That Might Improve Working Conditions*

QUESTION: **Here are some things that might possibly improve working conditions for teachers. For each, please tell me whether you think it would help a lot, help a little, or would not help at all.**

	PERCENT SAYING "HELP A LOT"			
	TOTAL TEACHERS	ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL
Base	1602	904	342	443
Having a formal system, such as "teacher centers," where teachers can get help and ideas from other teachers and administrators	71	79	63	61
Having teachers help each other with troublesome students	69	73	69	62
Having more structured and organized time to talk with colleagues about professional matters	61	64	61	54
Receiving more support in dealing with students from the *non*-education professionals in the school system	59	62	55	54
Having teachers able to observe each other in the classroom and provide feedback to each other	56	58	53	54

Table 3-7 *Actual Class Size vs. Desirable Class Size*

QUESTION: **How *many* students are in the typical class that you now teach?**

QUESTION: **And what do you think a reasonable size for your class *ought* to be?**

		REGION				SIZE OF PLACE					TYPE OF SCHOOL		
	TOTAL TEACHERS	EAST	MID-WEST	SOUTH	WEST	INNER CITY	URBAN	SUB-URBAN	SMALL TOWN	RURAL	ELEMEN-TARY	JUNIOR HIGH	HIGH SCHOOL
Base	1602	337	466	515	284	186	176	370	509	355	904	342	443
Median number of students in typical class *now*	25	24	24	25	28	26	25	25	24	24	25	25	25
Median number of students that a reasonable size *ought* to be	21	20	20	20	24	21	22	22	20	20	20	21	21
Difference between actual size and desired size	4	4	4	5	4	5	3	3	4	4	5	4	4
Percent reduction in pupils desired	16%	17%	17%	20%	14%	19%	12%	12%	17%	17%	20%	16%	16%

CHAPTER 4:

Participation by Teachers in School Management

A major structural aspect of the teaching profession, as with all professions, is how important decisions get made and how the workplace is managed. In this area, too, teachers and educational leaders support restructuring of the teaching profession by increasing the role of teachers in school management. However, teachers and leaders sometimes differ in the degree to which they are committed to this goal, and some leadership groups are more in agreement with teachers than are others.

Desired vs. Actual Ways of Organizing the School

Teachers and educational leaders alike agree that school districts *should* have a "team approach" to school management that involves the superintendents, and the principals, and the teachers. At least 90% of all the groups interviewed in this survey agree with the desirability of this concept (Table 4-1).

However, teachers and some of the leadership groups sharply disagree about the extent to which such a desirable situation does or does not presently exist. Teachers themselves are split, reflecting the different management approaches that exist in the over 80,000 public schools throughout the U.S. Fifty percent of teachers say that in their school district now the superintendent, principals, and teachers all actually do share in the management of the school. The remaining 50% of teachers disagree. Union officers are the most skeptical; while 96% of union officers think school districts should have a team approach, only 21% of them think it exists now. Principals and superintendents are the most optimistic; they overwhelmingly concur in the desirability of a team approach, but approximately 90% also believe that such a situation already exists.

The same pattern holds for attitudes about management *within* the school (Table 4-1). Teachers and all leadership groups are nearly unanimous that principals *should* recognize and develop the teachers' leadership potential by involving them in decisionmaking about school organization and curriculum. Ninety-six percent or more of all groups interviewed in the survey agree with the desirability of this goal.

A majority of teachers (70%) think that in their school now the principals actually do involve teachers to *some* extent in decisionmaking (e.g., in curricular matters). But teachers differ strongly from several leadership groups over the *extent* to which this ideal is approximated in practice. The most skeptical groups are union officers and college deans; over 95% of them think principals should involve teachers in decisionmaking, but just under half of them think this is actually the case now. The most optimistic groups are principals and superintendents; 100% of each group agree in the desirability of involving teachers in decisionmaking, but over 95% of these leaders think that this goal has already been achieved.

OBSERVATION: A consensus exists on the desirability of teacher participation in school management. But disagreement is sharp over just how much progress toward that goal today's schools have already achieved. Clearly, many teachers see considerable progress, but just as many others think that the reality still falls short of the goal. This division in opinion may reflect the differing realities of their various schools situations. Union officers and deans of colleges of education are even less impressed, seeing the status quo as being far from the ideal. By contrast, principals and superintendents — who would potentially lose authority if teachers were to participate more — feel that teachers already have achieved a nearly ideal amount of participation.

How Different Groups of Teachers Feel About Team Management

Teachers themselves, of course, are not all of one mind. Some teachers desire a greater role than do others, and some perceive that they already have more involvement now than do others. Table 4-2 shows these results for many key subgroups of teachers across the country in regard to the concept of "team management" within the schools.

As an aid to interpretation, the table also shows the *difference* between the "desired" degree of teacher participation in team management and the "actual" degree of participation now perceived to exist. Such a difference indicates how much each group feels that current reality falls short of the ideal, and how much progress each group feels should still be achieved. It also indicates how satisfied or dissatisfied each group is with the status quo as they see it.

Teachers in the West see a bigger difference between the desired situation and the actual situation than do teachers elsewhere in the country. Secondary school teachers see a bigger difference than do teachers at the elementary level. Teachers in inner city schools and in districts of below average wealth see a bigger shortfall than do teachers in other localities. The least experienced teachers — those with less than five years of service — see a larger difference between the desired and the actual than do more experienced teachers. Teachers with training beyond the master's degree also see a larger shortfall.

All of these groups who see relatively large differences between the desired and the actual state of affairs in school management feel dissatisfied with the status quo. They believe that more needs to be achieved in the future than has been accomplished so far.

Particular Areas of Teacher Participation Within the School

Teachers make clear distinctions between those particular areas of school management in which they think they *should* have a major role, and other areas of school management in which they do not think they should have a major role. Table 4-3 shows the results of ten possible areas of teacher involvement.

Three Pedagogical Roles

Ninety-seven percent of American teachers think that teachers should have a major role in *choosing which textbooks are to be used*. Seventy-two percent believe that teachers actually do have such a role now. A majority of every leadership group agrees with the desirability of the goal. Over 80% principals and superintendents also concur that teachers actually do have such a role now, but the other leadership groups are much less convinced of that actuality. For instance, only 28% of state legislators think teachers presently have a major role in choosing textbooks.

Seventy-three percent of American teachers think that teachers should have a major role in *designing and conducting in-service training*. But it is significant that only 29% believe that teachers actually have such a role now. A majority of each leadership concurs with the goal, except for state legislators of whom only 36% think that teachers should have a major role in their in-service training. A near majority of principals and superintendents are convinced that teachers actually do have such a role now.

Seventy-three percent of U.S. teachers also think that teachers should have a major role in *disciplining students*. And 66% of teachers believe that teachers actually do have such a role now. A majority of every leadership group agrees in the desirability of this goal, and most leadership groups also concur that teachers already do pay a major role in this area now. An exception is state legislators, of whom only one-third think that teachers have a major role in disciplining students at the present time.

These were the only three aspects of school life in which a majority of teachers thought that teachers should play a major role. On each of seven other areas of school life that were studied, *less than a majority* of teachers think that teachers should have a major role.

Teachers show somewhat less demand for participation in tasks that are traditionally the responsibility of administrators. And leaders offer weaker support for teacher participation in these areas.

Forty-eight percent of American teachers think that teachers should play a major role in *assigning students and scheduling classes*. Twenty-one percent of teachers believe that teachers actually do have such a role now. Less than 30% of each leadership groups (except union officers) think teachers should be involved in assigning and scheduling.

Forty-two percent of teachers nationwide think that teachers should play a major role in *selecting new principals*. Only 5% believe that they actually do play such a role at the present time. Less than 20% of most leadership groups think teachers should be involved in selecting new principals. But two groups of leaders (union leaders and college deans) have a majority who believe that teachers should play a major role in this area — i.e., more than the teachers themselves.

Thirty-nine percent of teachers think that teachers should play a major role in *deciding about budget allocations for the school*. Only 6% think they actually do play such a role now. Just a quarter or less of most leadership groups think teachers should be involved in budget decisions. But 72% of union officers think teachers should play a role in this area.

When it comes to *handling the non-education problems that students bring with them to school*, teachers do not particularly feel that they should have to deal with such things (33%), but a majority report that they actually do have to deal with them in practice (59%). This was the one area out of the ten areas studied where teachers felt themselves to have *too much* responsibility.

Three Roles for Peer Review

Somewhat fewer teachers today seek participation via peer review of their colleagues' performance.

Thirty-one percent of teachers think that teachers should play a major role in *evaluating how new teachers are performing*. The same proportion think they should have a major role in *evaluating how more experienced teachers are performing*. Well under 10% of teachers in each case think they actually have such a major role now. Most leadership groups tend to concur, except for union leaders and college deans, who desire more involvement for teachers in this area than teachers themselves presently desire.

Finally, 18% of American teachers think that teachers should have a major role in the *hiring of new teachers*. Just 5% of teachers think they actually have this kind of role now. Most leadership groups concur, except for union leaders and college deans who, again, believe that more teacher involvement is desirable than teachers themselves currently seem to want.

Correspondence in Views Between Teachers and Leaders

Teachers and leaders differ more over what *should* be the case than they do over what actually *is* the case. Table 4-4 displays the degree of similarity in how teachers and the leadership groups rank the ten areas in school management.

The results show that when it comes to whether teachers *should* have a major role in the ten aspects of school life, teachers' views are closest to principals, union officers, and superintendents. Teachers' views are much less close to legislators, state officials, and deans.

However, when it comes to whether teachers *actually do* have a major role in the ten aspects of school management, the results show that teachers' views have fairly high correspondence with *each* of the six leadership groups. That is, everyone is perceiving approximately the same reality. They differ more over the extent to which that reality should be changed in the future.

OBSERVATION: It is understandable that teachers should demand the biggest role in those aspects of school life that are academic and student-related, such as selecting textbooks. Today's teachers are somewhat less insistent on playing a major role in tasks traditionally handled by administrators, such as scheduling and budget allocations. However, the fact that majorities do not presently demand participation in administrative matters should not be allowed to cloud the fact that substantial minorities *do* want to participate (around 4 out of every 10). Finally, teachers are least keen on participating in peer evaluation — perhaps because it threatens to disrupt the collegiality they value so much. But, even here, around 30% of teachers do seek this kind of role for teachers, a proportion which could conceivably grow in the future.

Union officers and deans of colleges of education are in the vanguard of those pressing for more teacher responsibility and greater involvement of teachers in school decision-making. Indeed, on question after question, they advocate a greater role for teachers than most teachers presently seem to want for themselves. They also see less progress achieved to date than teachers themselves see. Deans and union officers are, in a sense, pressing for a significantly restructured teaching profession for the future.

But it is significant that they are joined in this campaign by the most highly trained members of the nation's current teaching corps. Many of these teachers are natural leaders of their teaching colleagues within individual schools and, thus, represent an important force for change. Many may also feel that their own goals of career advancement would be reached if teachers were allowed to participate more.

Those who press for greater teacher participation in school management should expect to meet with resistance, or at least with lack of enthusiasm for change, from many school administrators. Principals and superintendents — who might lose some degree of their present authority if teachers participated more — are likely to be quite satisfied with the status quo in this area, according to the survey findings. While they favor more teacher participation in general, they balk at many specific types of involvement.

Table 4-1 *Actual vs. Desired Ways to Organize Education*

QUESTION: **Here are some statements that people have made about the education system. For each, please say whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.**

	PERCENT OF EACH GROUP WHO AGREE STRONGLY OR SOMEWHAT						
	TEACHERS	SCHOOL PRINCIPALS	DISTRICT SUPERINTENDENTS	STATE LEGISLATORS	DEANS OF EDUCATION COLLEGES	STATE EDUCATION OFFICIALS	TEACHERS UNION OFFICERS
Base	1602	150	101	150	100	101	100
	%	%	%	%	%	%	%
Team Management							
School districts *should* have a team approach to school management that involves the superintendents, *and* the principals *and* the teachers	97	96	90	92	93	97	96
In my school district/state *now*: the superintendents, principals and teachers all *do* share in the management of the schools	50	86	93	55	41	52	21
(Percentage Point Difference Between Desired and Actual)	(47)	(10)	(−3)	(37)	(52)	(45)	(75)
Teacher Involvement							
Principals *should* recognize and develop the teachers' leadership potential by involving them in decision-making about school organization and curriculum	99	100	100	98	96	99	100
In my school *now*: the principals do recognize and develop the teacher's leadership potential by involving them in decision-making about school organization and curriculum	70	96	95	59	47	69	42
(Percentage Point Difference Between Desired and Actual)	(29)	(4)	(5)	(39)	(49)	(30)	(58)

Table 4-2 *How Various Groups of Teachers Assess Desired vs. Actual Participation By Teachers*

QUESTION: **Here are some statements that people have made about the education system. For each, please say whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.**

School districts *should* have a team approach to school management that involves the superintendents, *and* the principals *and* the teachers.

In my school district *now*, the superintendents, principals, and teachers all *do* share in the management of the schools.

	BASE	PERCENT SAYING TEACHERS "SHOULD SHARE" IN SCHOOL MANAGEMENT	PERCENT SAYING TEACHERS "ACTUALLY DO" SHARE IN SCHOOL MANAGEMENT	PERCENTAGE POINT DIFFERENCE BETWEEN DESIRED AND ACTUAL
		%	%	%
Total Teachers	**1602**	**97**	**50**	**47**
Type of School				
Elementary	904	97	53	44
Junior high	342	98	49	49
High school	443	97	46	51
Region				
East	337	96	49	47
Midwest	466	98	52	46
South	515	97	52	45
West	284	98	48	50
Size of Place				
Inner city	186	95	37	58
Other urban	176	97	50	47
Suburban	370	98	48	50
Small town	509	97	56	41
Rural	355	98	52	46
Sex of Teacher				
Male	509	97	50	47
Female	1093	97	50	47
Experience of Teacher				
Less than 5 years	98	98	46	52
5 to 9 years	259	96	54	42
10 to 19 years	771	97	49	48
20 years or more	473	97	51	46
Training of Teacher				
Up through 4 years college	275	97	57	40
Some graduate credits	472	98	49	49
Master's completed	515	97	52	45
Beyond master's	340	97	44	53
Union Membership				
Yes	1337	98	50	48
No	264	96	51	45
Wealth of District				
Above state average	332	97	51	46
About average for state	702	98	54	44
Below state average	552	97	44	53

NOTE: The "percentage point" difference Between Desired and Actual" is based on subtracting the percentage saying teachers "actually do" share in school management from the percentage saying teachers "should" share.

Table 4-3 *Particular Roles for Teachers Within the School*

QUESTION: **Who do you think *should* have the major role (READ EACH ITEM) – the principal, the teachers, or someone else?**

QUESTION: **At the present time who *actually does* have the major role (READ EACH ITEM) – the principal, the teachers, or someone else?**

	PERCENT OF EACH GROUP SAYING THAT TEACHERS SHOULD VS. ACTUALY DO HAVE MAJOR ROLE						
	TEACHERS	SCHOOL PRINCIPALS	DISTRICT SUPERIN-TENDENTS	STATE LEGIS-LATORS	DEANS OF EDUCATION COLLEGES	STATE EDUCATION OFFICIALS	TEACHERS UNION OFFICERS
Base	1602 %	150 %	101 %	150 %	100 %	101 %	100 %
Three Pedagogical Roles							
For choosing which text books are to be used							
Teachers should	97	93	84	60	86	73	98
Teachers actually do	72	82	83	28	48	48	48
In designing and conducting inservice training							
Teachers should	73	66	60	36	74	61	92
Teachers actually do	29	46	49	27	20	30	24
In disciplining students							
Teachers should	73	70	67	50	82	71	81
Teachers actually do	66	59	58	33	48	54	67
Four Administrative Roles							
In assigning students and scheduling classes							
Teachers should	48	29	19	18	26	22	55
Teachers actually do	21	27	16	8	5	11	10
For selecting new principals							
Teachers should	42	19	12	10	51	18	64
Teachers actually do	5	10	11	3	7	0	7
In deciding about budget allocation for the school							
Teachers should	39	22	25	9	25	14	72
Teachers actually do	6	12	23	3	2	3	7
In handling the *non*-education problems that students bring with them to school							
Teachers should	33	30	24	24	30	19	32
Teachers actually do	59	41	34	42	41	43	63
Three Roles for Peer Review							
For evaluating how much experienced teachers are performing							
Teachers should	31	9	10	25	45	30	34
Teachers actually do	3	1	3	3	2	3	3
For evaluating how new teachers are performing							
Teachers should	31	14	9	25	47	29	40
Teachers actually do	6	6	2	4	4	6	2
For the hiring of new teachers							
Teachers should	18	9	14	10	37	16	44
Teachers actually do	5	7	12	1	3	3	5

NOTE: The figures combine the responses "teachers" plus "both teachers and principals."

Table 4-4

Amount of Agreement in Viewpoint Between Teachers and Six Leadership Groups Concerning Teacher Participation in Ten Aspects of School Management

	WHETHER TEACHERS SHOULD HAVE MAJOR ROLE	WHETHER TEACHERS ACTUALLY DO HAVE MAJOR ROLE
Principals and teachers	.90	.93
Superintendents and teachers	.80	.87
Legislators and teachers	.55	.90
Deans and teachers	.57	.86
State officials and teachers	.62	.93
Union officers and teachers	.84	.86

NOTE: The Spearman's rank order correlation coefficient shows the extent of agreement between teachers and each group of leaders in their ranking of the ten areas of school management in which teachers might have a major role. A value of +1.00 would denote total agreement, a value of −1.00 would represent total disagreement, and a value of 0.00 would signify that there is no pattern or relationship between the ranking given by one group and the ranking given by the other group.

CHAPTER 5:

How Key Participants in Education Rate Each Other

Teachers and the six leadership groups were invited to rate the job performance of key participants in public education. In any effort to restructure the teaching profession, many of these participants will necessarily have to work with each other. So it is important for all groups to understand the mutual images they presently hold of one another.

Job Ratings of Key Participants

Classroom teachers are the highest rated group in terms of their job performance. Classroom teachers are typically viewed as doing an "excellent" or "good" job in performing their role in the public education system. Approximately 90% of each of the leadership groups in the survey give a positive job performance rating to teachers (Table 5-1). And 93% of teachers themselves give positive marks to their own teaching colleagues.

School principals rank second among the ten types of participants in terms of how well they are perceived to be performing their role. Principals receive positive ratings from 73% of teachers and from approximately 70% of all leaders interviewed. However, there is some variation in the ratings given to principals by some of the individual leadership groups. For instance, 94% of superintendents give positive marks to principals, but only 37% of union officers give positive ratings to principals. (This feeling seems to be reciprocated: only 44% of principals give, in turn, positive marks to union officers.)

Three other types of participants tend to be rated rather *unfavorably* by teachers, and some of the leadership groups concur in this negative judgment. For example, only one-third of teachers give positive marks to *people in the governor's office who deal with education* and to *state legislators* who serve on education committees.

OBSERVATION: Degree of proximity may be one important factor in how groups rate each other's job performance. Officials located in a state's capital city would necessarily seem somewhat distant to typical classroom teachers, who are unlikely to have much personal contact with these figures. Other leadership groups who have more close or direct contact with high officials, tend to give somewhat higher ratings to governors' aides and to state legislators. Whenever groups are not in direct contact with one another, the mutual images they form of one another can be heavily influenced by the media, and the media are particularly drawn by controversy. Thus, another factor that could affect a group's ratings might be the degree of partisanship or advocacy or controversy in which they are perceived to be involved. State officials are often

seen as members of a particular political party or appointees of a particular incumbent administration; or otherwise they are identified with particular educational policies, some of which are bound to be controversial. Such controversy could reduce the ratings they receive from others.

Parents of school-age children are also rated unfavorably on this question by both teachers and leaders. Just 41% of teachers give positive marks to the parents of children in their school for the role that parents should be playing in public education. Parents also receive among the lowest marks given by several of the leadership groups, especially by state legislators, of whom only 30% give parents a positive rating.

Five other types of participants in public education are rated toward the middle of the job rankings. In each case, they receive a majority of positive ratings from teachers, but in some cases this is a bare majority, and in other cases some leadership groups disagree.

Union officers do well with teachers but less well with other leaders. They receive positive marks from 67% of teachers. This means that union officers rank third (just after principals) in terms of ratings given by teachers. But this level is about 20 points higher than the rating given to union officers by other leadership groups. Teachers who are actual members of the AFT or NEA give even higher marks to union officers (73% positive).

Superintendents are given positive job ratings by 63% of teachers, and by 60% or more of each leadership group. The one exception is union officers of whom just 34% give positive marks to superintendents.

School board members receive positive ratings from 51% of teachers nationwide and from an even greater proportion of most leadership groups. The two exceptions are union officers (of whom just 27% give positive marks to school board members) and deans of education colleges (of whom 42% give positive ratings to school board members).

State commissioners of education are rated positively by 52% of teachers across the country and by an even greater proportion of each leadership group. The one exception is union officers, of whom 41% give positive marks to their state commissioner of education.

Deans and professors at colleges of education garner positive marks from 51% of teachers, but from slightly smaller proportions of each leadership group.

OBSERVATION: In general, the highest ratings tend to go to those participants in public education who are *closest* to the students — i.e., to the classroom teachers and the school principals. It is particularly important that teachers and principals have positive images of each other, since they will necessarily have to work with one another in any effort to reform the schools of the future. A major exception in this finding is that parents of public school children come in for low marks both from teachers and from all of the leadership groups

interviewed for this survey. Parents are seen as not performing the job they should be doing in public education today.

A Profile of Teachers and Educational Leaders

Table 5-2 presents a comparative profile of each group interviewed for this survey. It indicates some major features of each group's background which help to shape their perspective on the educational world, and the way that they view one another.

While 68% of teachers are women, the vast majority of most educational leadership groups are men. Men comprise 83% of the principals, 98% of the superintendents, 86% of the state legislators, 82% of the college deans, and 74% of the state education officials. Only the union officers, who are 54% male and 46% female, include a substantial proportion of women.

A striking asepct of the table is that many leaders have taught full-time in an elementary or secondary school classroom at some point during their career. Not surprisingly, 100% of school principals and superintendents have taught at some time. And so have 97% of the union officers. But 86% of the college deans, 58% of the state education officials, and even 31% of the state legislators who were interviewed have also taught elementary or secondary school. Such experience is bound to help inform the perspective that these leaders have on the problems facing today's classroom teachers.

Another striking aspect is the amount of experience the leaders have. While only 30% of teachers have more than 20 years experience in education, 66% of the principals have that much experience, 86% of the superintendents, and 89% of the college deans. Nearly half of the union officers (46%) and state education officials (49%) have more than 20 years professional involvement in education. This means that the typical leader is considerably older than the typical teacher. And it means that many leaders who gained first-hand experience in the classroom had that experience some time ago, when conditions may have been somewhat different from today.

Leaders View the Quality of Recent New Teachers

Given their years of experience, educational leaders are in a position to assess the quality of recent new teachers. Some observers allege that quality of new teachers has been declining over time. However, leaders in the field of education are currently not of one mind on this quesiton.

Superintendents (who hire new teachers) and deans of education colleges (who produce new teachers) say that the quality of recent teachers is, on balance, actually better than in the past. Principals, who in many ways are closest to the situation, are split between saying "better" and "about the same" as in the past (Table 5-3). (The survey did not determine whether "about the same" was a positive or a negative assessment.)

Union leaders, however, take issue; 41% of union leaders think that the quality of recent graduates has declined. And significant minorities of state legislators (26%) and state education officials (31%) think that quality has declined.

OBSERVATION: While these perceptions may or may not be accurate, they constitute a potentially strong motivating force for reform. As we saw above, both the leadership groups as well as current teachers themselves support steps to increase future teacher quality.

Table 5-1 *Job Ratings of Key Participants in Public Education*

QUESTION: **We'd like you to rate how well different people are performing the role they are supposed to play in the education system. How good a job do you think (READ EACH ITEM) is/are doing – excellent, pretty good, only fair, or poor?**

	PERCENT OF EXCELLENT AND GOOD RATINGS GIVEN BY EACH GROUP						
	TEACHERS	SCHOOL PRINCIPALS	DISTRICT SUPERINTENDENTS	STATE LEGISLATORS	DEANS OF EDUCATION COLLEGES	STATE EDUCATION OFFICIALS	TEACHERS UNION OFFICERS
Base	1602 %	150 %	101 %	150 %	100 %	101 %	100 %
Classroom teachers in your school/district/state	93	95	94	83	89	87	94
The principals in your school/district/state	73	93	94	67	68	77	37
Leaders of the teachers' unions and teachers' associations in your locality/district/state	67	48	44	42	45	45	90
Superintendents (of your/in local) school district(s)	63	90	89	60	68	71	34
Members of the (local) school board (in your school district)	51	75	76	57	42	53	27
The state commissioner of education	52	69	76	59	66	80	41
Deans and professors at colleges of education	51	41	45	45	72	50	31
Parents of the (school age) children (in your school)	41	51	54	30	29	47	32
State legislators who serve on education committees	33	41	50	67	48	67	38
People in the Governor's office who deal with education	33	45	42	51	45	68	34

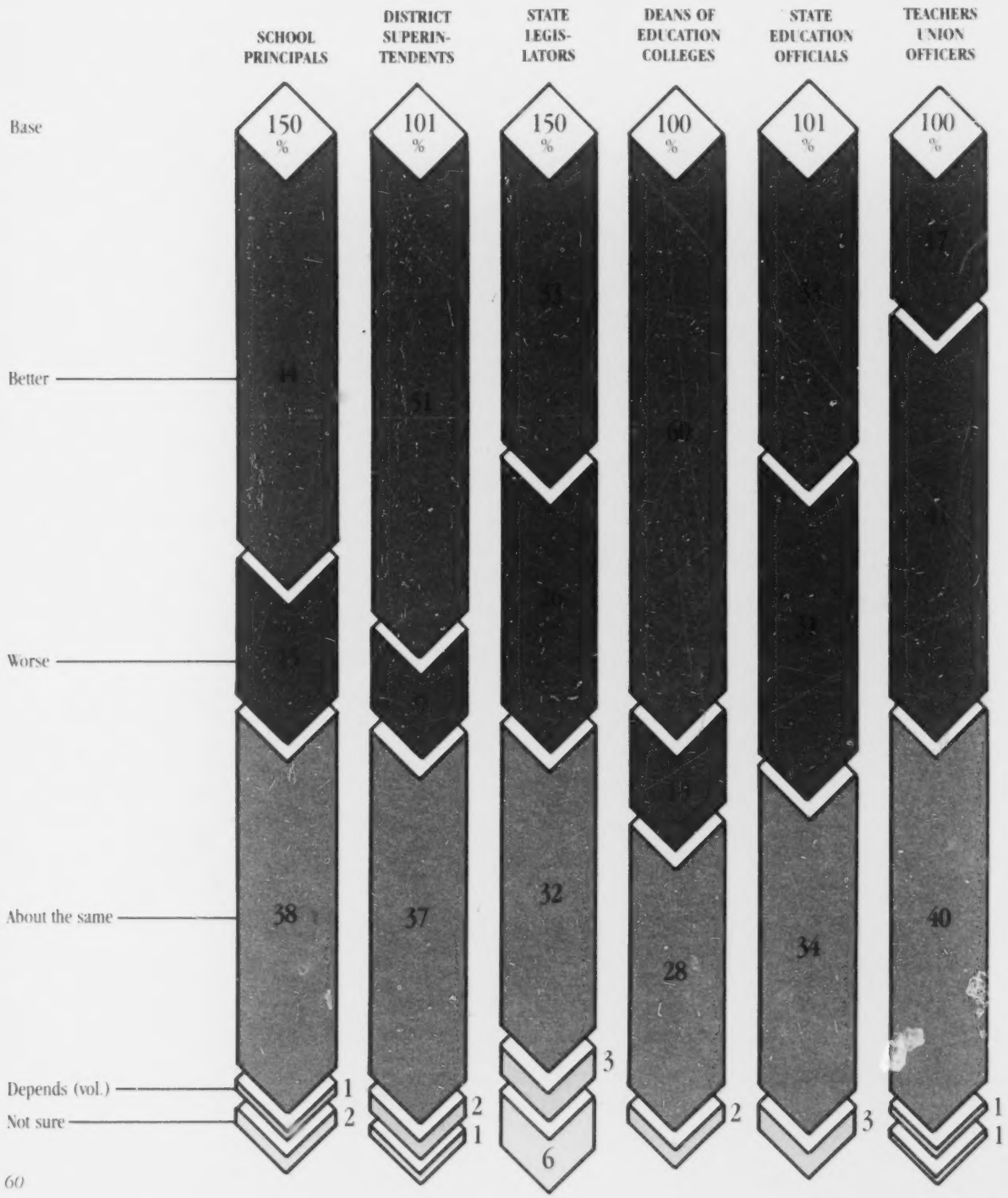
Table 5-2 *Profile of Teachers and Education Policy Leaders*

	TEACHERS	SCHOOL PRINCIPALS	DISTRICT SUPERIN-TENDENTS	STATE LEGIS-LATORS	DEANS OF EDUCATION COLLEGES	STATE EDUCATION OFFICIALS	TEACHERS UNION OFFICERS
Base	1602	150	101	150	100	101	100
	%	%	%	%	%	%	%
Region							
East	21	23	22	27	23	23	28
Midwest	29	30	29	27	31	27	30
South	32	29	30	25	32	28	19
West	18	18	20	21	14	23	23
Years Involved with Education							
Less than 20 years	70	34	14	69	11	50	54
20 years or more	30	66	86	29	89	49	46
Years in Current Position*							
1-4 years	6	29	35	32	41	57	47
5-9 years	16	24	38	23	22	29	27
10-19 years	48	35	21	36	35	13	21
20 or more	30	11	7	9	2	1	5
Sex							
Male	32	83	98	86	82	74	54
Female	68	17	2	14	18	26	46
Ever Taught Full-Time in Classroom							
Yes	100	100	100	31	86	58	97
No	—	—	—	69	14	42	3

*For leaders, years in current position and total years professionally involved with education were measured by two different questions. For teachers, a single question was used: total years worked as a teacher.

Table 5-3 *Educational Leaders View the Quality of Recent New Teachers*

QUESTION: **Is the overall quality of new teachers entering the profession *today* better, worse, or about the same as the quality of new teachers in the *past?***



APPENDIX A:

SURVEY METHODOLOGY

The 1986 Metropolitan Life Survey of the American Teacher was conducted by Louis Harris and Associates for Metropolitan Life Insurance Company from April 29 through June 30, 1986. A total of 1,602 telephone interviews were conducted with current public school teachers in kindergarten through grade 12 throughout all fifty states of the U.S. and the District of Columbia.

A parallel survey of 702 leaders and policymakers in the field of public education was also conducted at the same time. This included separate national samples of principals, superintendents, state legislators, union officers, deans of colleges of education, and state education officials. The state education officials, in turn, consisted of three groups: commissioners of education, heads of state boards of education, and governors' aides who deal with education.

Sample Selection of Teachers

Louis Harris and Associates drew a random sample of current teachers from a list of 1.2 million teachers compiled by Market Data Retrieval of Westport, Connecticut. Sample sizes for completed interviews were set for each state, based on the proportion of elementary and secondary public school classroom teachers in each state. The state sample sizes were set in line with statistics published by the U.S. National Center for Education Statistics.

Sample Selection of Leaders

The leadership groups were sampled randomly from lists which were in each case the best that could be obtained of that particular universe.

150 School Principals: drawn from a nationwide list maintained by Market Data Retrieval of Westport, Connecticut.

101 District Superintendents: drawn from a nationwide list maintained by Market Data Retrieval of Westport, Connecticut. This list was first stratified into three strata according to the number of pupils in each district, so that superintendents were sampled with probability of selection roughly proportionate to the size of their district.

150 State Legislators (75 leaders of legislative chambers and 75 chairmen or ranking minority members on education committees): drawn from "State Legislative Leadership, Committees, and Staff 1985-86," compiled by the Council of State Governments, and from the "Directory of Legislative Leaders 1985-86," compiled by The National Conference of State Legislatures.

101 State Education Officials (34 governors' aides who deal with education, 32 state commissioners of education, and 35 heads of state boards of education): drawn from "Education Directory 1985-86," compiled by the education staff of Capitol Publications, Inc., Arlington, Virginia.

100 Deans of Colleges of Education: drawn from the "AACTE Directory 1986," published by the American Association of Colleges for Teacher Education. Deans were sampled with probability of selection proportionate to the number of students at their institution.

100 Union Officers: drawn from lists of state and local officers provided by the national headquarters of the American Federation of Teachers and the National Education Association. Leaders of the two organizations were sampled approximately in proportion to their respective teacher membership.

Interviewing Procedures

Each selected teacher was contacted at his or her school by a representative of Louis Harris and Associates and requested to participate in the survey. When we could not reach a teacher directly, we left a message (including a toll-free number) to allow a return call.

Before being asked to complete the actual interview, each teacher was screened to ensure that he or she currently teaches in an elementary or secondary level public school and teaches at least part-time in the classroom. Once the respondent passed the screen, an appointment was made to telephone at a convenient time and place to complete the interview.

Leaders were in most cases interviewed at their office (via telephone).

Questionnaire Development

First drafts of the questionnaires were pretested among a sample of 15 teachers and an equal number of leaders. The lessons learned during this testing process provided important refinements to the survey questionnaires.

Many individuals contributed their comments to the survey questionnaire, and Louis Harris and Associates is extremely grateful for those contributions. However, final responsibility for the questionnaire rests with Louis Harris and Associates.

Processing of the Data

All completed questionnaires were edited, coded, keypunched, and verified. The data were tabulated, checked for internal consistency, and processed by computer. The output of this process is a series of computer tables for each of the two surveys, showing the results for each survey question, both by the total number respondents interviewed and by important subgroups.

Sample Disposition and Completion Rates

The sample disposition for this survey is shown in Table A-2. A total of 4,558 contacts at school were made to yield 1,602 completed interviews with teachers.

Of all the teachers who were contacted at their schools or with whom a message was left, 51% were willing to talk to a Louis Harris and Associates interviewer. Although there are a number of different methods by which response rates can be calculated, we arrived at this figure by comparing the number of teachers that we were able to reach with the complete list of current teachers at their school. We call this the contact success rate.

Of the teachers who were contacted by Louis Harris and Associates and who passed the screen, 81% completed an interview. We calculate this interview completion rate by dividing the number of completed interviews by the sum of: (1) the number of completed interviews, (2) the number of interview refusals , (3) the number of interviews terminated within the course of the interview, (4) the number of respondents who were left to call back at the time the survey was completed, and (5) the number who were unavailable for the duration of the field period.

The interview completion rate for the survey of leaders was also 81%. A total of 1,013 leaders were contacted to obtain 702 interviews.

With reference to Table A-2, the contact success rate and the interview completion rates have been calculated according to the following formulas:

		Teachers	Leaders
Contact Success Rate at School	$= \frac{A+E+F+H+I+J+K}{A+E+F+G+H+I+J+K}$	$= \frac{2049}{4018} = 51\%$	N.A.
Interview Completion Rate	$= \frac{A}{A+E+H+J+K}$	$= \frac{1062}{1986} = 81\%$	$\frac{702}{863} = 81\%$

This disposition of all contacts is provided in Table A-2 so that interested individuals may make their own calculations of response rate, according to this or other formulas.

Reliability of Survey Percentages

It is important to bear in mind that the results from any sample survey are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Table A-3 shows the possible sample variation that applies to percentage results for this survey. The chances are 95 in 100 that a survey result does not vary, plus or minus, by more than the indicated number of percentage points from the result that would have been obtained if interviews had been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 1,500 is 30%, then in 95 cases out of 100 the response in the total population would be between 28% and 32%. Note that survey results based on subgroups of small size can be subject to large sampling error.

Sampling tolerances are also involved in the comparison of results from different surveys or from different parts of a sample (subgroup analysis). Table A-4 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures, too, represent the 95% confidence level.

For example, suppose one group of 1,000 has a response of 34% "yes" to a question, and an independent group of 500 has a response of 28% "yes" to the same question, for an observed difference of 6 percentage points. According to the table, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is significant.

These errors account for sampling error only. Survey research is also susceptible to other errors, such as in data handling and in interviewer recording. The procedures followed by Louis Harris and Associates, however, keep errors of these kinds to a minimum.

Table A-1 *Detailed Profile of American Teachers*

	TOTAL TEACHERS		TYPE OF SCHOOL		
			ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL
	#	%	904	342	443
	1602	100	%	%	%
Type of School					
Elementary (Grades K-6)	904	56	100	16	4
Junior high (Grades 7-9)	342	21	6	100	9
High school (Grades 9-12 or 10-12)	443	28	2	12	100
Size of Place					
Inner city	186	12	13	10	8
Urban	176	11	10	11	11
Suburban	370	23	21	20	27
Small town	509	32	31	34	32
Rural	355	22	24	24	22
Region					
East	337	21	21	20	22
Midwest	466	29	27	32	35
South	515	32	34	33	27
West	284	18	19	14	16
Sex					
Male	509	32	15	47	56
Female	1093	68	85	53	44
Age					
21 to 24 years	23	1	2	1	1
25 to 29 years	108	7	8	7	5
30 to 34 years	241	15	16	15	12
35 to 39 years	384	24	24	25	24
40 to 49 years	500	31	28	28	37
50 to 64 years	331	21	21	22	19
65 or over	12	1	1	—	1
Educational Training					
Twp-year college graduate or less	4	*	*	*	*
Four-year college graduate	275	17	19	17	12
Some graduate credits	472	29	33	29	23
Master's completed	515	32	30	31	36
Credits beyond master's	325	20	17	21	27
Ph.D. completed	15	1	*	1	1
Experience of Teacher					
Less than 5 years	98	6	7	7	5
5 to 9 years	259	16	16	14	13
10 to 19 years	771	48	50	41	45
20 years or more	473	30	25	29	38

Table A-1 *(continued)* *Detailed Profile of American Teachers*

	TOTAL TEACHERS		TYPE OF SCHOOL		
			ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL
	#	%	904	342	443
	1602	100	%	%	%
Income from Teaching Job					
$15,000 or less	84	5	7	4	3
$15,001 to $20,000	379	24	26	24	19
$20,001 to $25,000	534	33	33	36	31
$25,001 to $30,000	334	21	20	22	21
$30,001 to $35,000	178	11	9	8	16
$35,001 to $40,000	65	4	3	4	6
$40,001 or over	24	1	1	1	3
Marital Status					
Single	214	13	14	14	14
Married	1194	75	73	74	77
Divorced/widowed/separated	194	12	13	12	9
Work Status of Spouse					
Working full-time	932	58	61	53	55
Working part-time	91	6	3	7	9
Not working	169	11	8	13	14
(Not now married)	408	25	27	26	23
Total Household Income					
$15,000 or less	18	1	2	1	*
$15,001 to $20,000	99	6	7	6	5
$20,001 to $25,000	179	11	11	13	12
$25,001 to $30,000	207	13	13	15	11
$30,001 to $35,000	227	14	14	14	15
$35,001 to $40,000	208	13	10	17	16
$40,001 or over	639	40	41	34	40
AFT or NEA Membership					
Yes, member	1337	83	84	83	82
No, not a member	264	16	15	17	18
Live in Same District Where Teach					
Live in same district	927	58	59	55	55
Live in other district	674	42	41	45	45
Median number of students in typical class	1602	25	25	25	25

*Less than 0.5%.

Table A-2
DISPOSITION OF THE SAMPLES

		Teachers	Policy Leaders
A.	Completed interviews	1,602	702
B.	Nonworking number, wrong number, no new number	116	21
C.	No longer there, retired, deceased, on leave	352	4
D.	No answer or busy (after three callbacks)	72	121
E.	Refused interview	113	52
F.	Noneligible respondent (screened out)	62	4
G.	Never returned call after message left at school	1,969	—
H.	To call back (study completed before callback was needed)	194	28
I.	Language barrier	1	—
J.	Terminated within interview	0	5
K.	Not available during duration of field period	77	76
	Total Number of Contacts	4,558	1,013

Table A-3

Approximate Sampling Tolerances (at 95% Confidence) to Use in Evaluating Percentage Results Appearing in This Report

NUMBER OF PEOPLE ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
2,000	1	2	2	2	2
1,500	2	2	2	3	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Table A-4

Approximate Sampling Tolerances (at 95% Confidence) to Use in Evaluating Differences Between Two Percentage Results Appearing in This Report

APPROXIMATE SAMPLE SIZE OF TWO GROUPS ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
1,500 vs. 1,500	2	3	3	4	4
1,000	2	3	4	4	4
800	3	3	4	4	4
500	3	4	5	5	5
300	4	5	6	6	6
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
800	3	4	4	5	5
500	3	4	5	5	5
300	4	5	6	6	6
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
800 vs. 800	3	4	4	5	5
500	3	4	5	5	6
300	4	5	6	7	7
200	5	6	7	8	8
100	6	8	10	10	10
50	9	11	13	14	14
500 vs. 500	4	4	6	6	6
300	4	6	7	7	7
200	6	7	8	8	8
100	7	9	10	11	11
50	9	12	13	14	15
300 vs. 300	5	6	7	8	8
200	5	7	8	9	9
100	7	9	10	11	11
50	9	12	14	15	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	14	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

APPENDIX B:

THE QUESTIONNAIRES

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, New York 10111

FOR OFFICE USE ONLY
Questionnaire No. _____
5 - 6 - 7 - 8

Study No. 864005 (Teachers)

April 28, 1986

Sample Point No.: | | | | | | | | |
10 - 11 - 12 - 13 - 14 - 15 - 16

Time Started: _____ (_____ A.M.
(_____ P.M.

Interviewer: _____ **Date:** _____

Area Code: _____ **Telephone No.:** _____ **(18-27)**

Hello, I'm _____ from Louis Harris and Associates, the national opinion polling and research firm located in New York. We are conducting a national survey among teachers to learn some of their attitudes about the American educational system, and we would like to ask you a few questions.

From Observation:

Respondent sex:
Male . . . . . (28(32-1
Female 68-2
100%

TEACHERS
SAMPLE SIZE = 1,602
INTERVIEWING DATES:
APRIL 29-JUNE 2, 1986

1. **If the government was able to make a major improvement in *only one* of the following five services, which do you think should have the *highest priority?***

ROTATE – START AT "X"

( ) a. Economic development	(29(	14	-1
( ) b. Health care		12	-2
( ) c. Education		63	-3
( ) d. Services for the poor		11	-4
( ) e. Transportation		*	-5
Not sure/refused		*	-6

(1984)

2. **All in all, how satisfied would you say you are with your job as a teacher in the public schools – very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?**

Very satisfied	(30(	33	-1
Somewhat satisfied		48	-2
Somewhat dissatisfied		15	-3
Very dissatisfied		4	-4
Not sure		*	-5

(1985)

3. **Do you teach in an elementary school, a junior high school, or a high school?**

MULTIPLE RECORD

Elementary school (Grades K-6)	(31(	56	-1	54
Junior high school (Grades 7-9)		21	-2	20 } 46
High school (Grades 9-12 or 10-12)		28	-3	26 }
Not sure		1	-4	
		106%		100%

4. **How *many* students are in the typical class that you now teach?**

___ students (32-33)

Mean 25
Median: 25

Not sure... (34(-1

5. **And what do you think a reasonable size for your class *ought* to be?**

___ students (35-36)

Mean 22
Median: 21

Not sure... (37(-1

6. **What particular educational reform do you think it is *most* important for your state to fund or to keep funding?**

30 categories of reforms were volunteered. Most frequent was (38-39)

"Increase Teachers' Salaries" (17%).

RECORD *ONE* MOST IMPORTANT REFORM

7. **We'd like you to rate how well different people are performing the role they are supposed to play in the education system. How good a job do you think (READ EACH ITEM) is/are doing -- excellent, pretty good, only fair, or poor?**

ROTATE -- START AT "X"	Excellent Job	Pretty Good Job	Only Fair Job	Poor Job	Not Sure
( ) a. The principals in your school	(40(31 -1	42 -2	20 -3	7 -4	* -5
( ) b. Superintendents of your school district	(41(19 -1	44 -2	26 -3	10 -4	2 -5
( ) c. The state commissioner of education	(42(7 -1	45 -2	33 -3	8 -4	7 -5
( ) d. People in the Governor's office who deal with education	(43(3 -1	30 -2	44 -3	18 -4	5 -5
( ) e. Leaders of the teachers' unions and teachers' associations in your locality	(44(20 -1	47 -2	24 -3	7 -4	1 -5
( ) f. Deans and professors at colleges of education	(45(7 -1	45 -2	35 -3	9 -4	5 -5
( ) g. Classroom teachers in your school	(46(36 -1	57 -2	7 -3	* -4	* -5
( ) h. State legislators who serve on education committees	(47(4 -1	29 -2	47 -3	17 -4	3 -5
( ) i. Parents of the children in your school	(48(6 -1	35 -2	40 -3	19 -4	* -5
( ) j. Members of the school board in your district	(49(11 -1	40 -2	35 -3	13 -4	* -5

INTERVIEWER: BE SURE TO REPEAT THE *STEM* OF THE QUESTION SEVERAL TIMES

8. **Here are some statements that people have made about the education system. For each, please say whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.**

DO NOT ROTATE	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
a. School districts *should* have a team approach to school management that involves the superintendents, *and* the principals *and* the teachers	(50(75 -1	22 -2	2 -3	1 -4	* -5
b. In my school district *now*: the superintendents, principals and teachers all *do* share in the management of the schools	(51(16 -1	34 -2	27 -3	23 -4	— -5
c. Principals *should* recognize and develop the teachers' leadership potential by involving them in decision-making about school organization and curriculum	(52(86 -1	13 -2	1 -3	1 -4	* -5
d. In my school *now*: the principals do recognize and develop the teacher's leadership potential by involving them in decision-making about school organization and curriculum	(53(29 -1	41 -2	16 -3	13 -4	* -5
e. Tenure should be as difficult for teachers to get as it is for them to lose	(54(46 -1	34 -2	11 -3	7 -4	2 -5
f. A teacher's years of experience should be recognized with the corresponding salary when a teacher moves from one school district to another	(55(85 -1	14 -2	1 -3	* -4	* -5

INTERVIEWER SAY: THESE NEXT QUESTIONS EACH HAVE TWO PARTS. FIRST I WILL BE ASKING WHO YOU THINK *SHOULD* HAVE THE MAJOR ROLE IN DOING VARIOUS THINGS. THEN I WILL BE ASKING WHO *ACTUALLY DOES* HAVE THE MAJOR ROLE.

9. Who do you think ***should*** have the major role (READ EACH ITEM) — the principal, the teachers, or someone else?

10. At the present time who ***actually does*** have the major role (READ EACH ITEM) — the principal, the teachers, or someone else?

ROTATE — START AT "X"	Q.9 Should Have Major Role: Principal Should	Teachers Should	Both (Vol)	Someone Else	Not Sure	Q.10 Actually Does Have Major Role: Principal Does	Teachers Do	Both (Vol)	Someone Else	Not Sure
( ) a. For the hiring of new teachers	(56(63 -1	6 -2	12 -3	18 -4	* -5	(66(51 -1	* -2	5 -3	43 -4	1 -5
( ) b. For choosing which text books are to be used	(57(1-1	88 -2	9 -3	2 -4	* -5	(67(5 -1	62 -2	12 -3	20 -4	1 -5
( ) c. For evaluating how new teachers are performing	(58(60 -1	14 -2	17 -3	8 -4	* -5	(68(86 -1	2 -2	4 -3	8 -4	* -5
( ) d. For evaluating how more experienced teachers are performing	(59(59 -1	15 -2	16 -3	10 -4	* -5	(69(88 -1	1 -2	2 -3	8 -4	* -5
( ) e. In disciplining students	(60(20 -1	56 -2	17 -3	6 -4	* -5	(70(27 -1	53 -2	13 -3	6 -4	1 -5
( ) f. In designing and conducting inservice training	(61(10 -1	55 -2	18 -3	15 -4	1 -5	(71(27 -1	15 -2	14 -3	42 -4	2 -5
( ) g. In assigning students and scheduling classes	(62(33 -1	33 -2	15 -3	19 -4	* -5	(72(52 -1	12 -2	9 -3	25 -4	1 -5
( ) h. In handling the *non*-education problems that students bring with them to school	(63(15 -1	22 -2	11 -3	52 -4	* -5	(73(17 -1	47 -2	12 -3	24 -4	1 -5
( ) i. For selecting new principals	(64(7 -1	30 -2	12 -3	50 -4	1 -5	(74(11 -1	2 -2	3 -3	82 -4	1 -5
( ) j. In deciding about budget allocation for the school	(65(29 -1	18 -2	21 -3	31 -4	* -5	(75(32 -1	2 -2	4 -3	61 -4	1 -5

INTERVIEWER: BE SURE TO REPEAT THE *STEM* OF THE QUESTION SEVERAL TIMES.

NOTE: **GIVE PRIORITY TO THE ANSWER CATEGORY SHOWN. FOR EXAMPLE, IF RESPONDENT SAYS "PRINCIPAL AND SUPERINTENDENT" RECORD THE ANSWER AS "PRINCIPAL." OR, IF RESPONDENT SAYS "TEACHERS AND SCHOOL BOARD" RECORD THE ANSWERS AS "TEACHERS." IF RESPONDENT SAYS "PRINCIPAL, TEACHER AND SUPERINTENDENT" RECORD ANSWER AS "BOTH (VOL.)."**

11. **Now some questions about *career ladder programs*. These programs divide teaching into different jobs and then provide different ranks and different salaries according to the level of responsibility. Are you familiar or not too familiar with *career ladder programs?***

Familiar	(76(39	-1	(ASK Q.12)
Not too familiar	61	-2	(SKIP TO Q.13)
Not sure	*	-3	

IF FAMILIAR

12. **Here are some statements regarding *career ladder programs*. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.**

Base: Those who are familiar

ROTATE — START AT "X"	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
( ) a. Career ladder programs improve teachers' chances for professional growth and development	(77(22 -1	41 -2	19 -3	17 -4	* -5
( ) b. The methods used to select teachers for career ladder programs are unfair and non-objective	(78(22 -1	34 -2	30 -3	10 -4	4 -5
( ) c. Teachers have a real say in the development and operation of the career ladder program	(79(9 -1	21 -2	28 -3	38 -4	3 -5
( ) d. Career ladder programs create artificial and unfortunate distinctions among teachers	(80(38 -1	34 -2	18 -3	8 -4	2 -5

13. **Overall, do you personally favor or oppose *career ladder programs?***

Favor	2* (10(49	-1	Base: Total	49	Base: Those who are familiar
Oppose	32	-2		46	
Depends (vol.)	3	-3	Teachers	4	
Not sure	16	-4		1	

INTERVIEWER: IF RESPONDENT ASKS *WHICH* CAREER LADDER PROGRAM IN PARTICULAR WE ARE REFERRING TO, PROMPT WITH "THE ONES YOU ARE *MOST* FAMILIAR WITH."

14. **Now some questions about *merit pay systems*. These systems select a certain number of teachers as meritorious and then pay them a greater amount of money with no change in their duties. Are you familiar or not too familiar with *merit pay systems?***

Familiar	(11(72	-1	(ASK Q 15)
Not too familiar	28	-2	(SKIP TO Q 16)
Not sure	—	-3	(SKIP TO Q 16)

IF FAMILIAR

15. **Here are some statements regarding *merit pay systems*. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.**

Base: Those who are familiar

ROTATE — START AT "X"	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
( ) a. Merit pay systems provide valuable incentives for teachers to improve their performance	(12(15 -1	35 -2	21 -3	28 -4	* -5
( ) b. Merit pay systems create artificial and unfortunate distinctions among teachers	(13(57 -1	29 -2	9 -3	5 -4	— -5
( ) c. Merit pay systems recognize and reward outstanding quality teachers	(14(11 -1	37 -2	26 -3	26 -4	1 -5
( ) d. The means that are used to select the teachers for merit pay tend to be unfair and non-objective	(15(43 -1	35 -2	15 -3	4 -4	4 -5

16. **Overall, do you personally favor or oppose *merit pay systems?***

Favor	(16(27 -1	Base Total Teachers	26	Base Those who are familiar
Oppose	68 -2		71	
Depends (vol.)	3 -3		2	
Not sure	2 -4		1	

INTERVIEWER: IF RESPONDENT ASKS *WHICH* MERIT PAY SYSTEM IN PARTICULAR WE ARE REFERRING TO, PROMPT WITH "THE ONES YOU ARE *MOST* FAMILIAR WITH."

17. **Now some questions about *mentor teacher programs*. These programs designate certain teachers to perform special one-on-one professional coaching for other teachers. Are you familiar or not too familiar with *mentor teacher programs?***

Familiar	(17(44 -1	(ASK Q.18)
Not too familiar	56 -2	(SKIP TO Q.19)
Not sure	* -3	(SKIP TO Q.19)

IF FAMILIAR

18. **Here are some statements regarding *mentor teacher programs*. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.**

Base: Those who are familiar

ROTATE — START AT "X"	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
( ) a. Mentor teacher programs help to improve the teaching skills of new teachers	(18(58 -1	34 -2	5 -3	3 -4	* -5
( ) b. Mentor teacher programs create artificial and unfortunate distinctions among teachers	(19(10 -1	25 -2	37 -3	27 -4	1 -5
( ) c. Mentor teacher programs are a good way to continue coaching for *all* teachers no matter how experienced they are	(20(37 -1	43 -2	11 -3	7 -4	1 -5
( ) d. Becoming a mentor teacher is too much of a short-term position instead of a permanent career advancement	(21(12 -1	40 -2	32 -3	11 -4	4 -5

19. **Overall, do you favor or oppose *mentor teacher programs?***

Favor	(22(69 -1	Base: Total	82	Base: Those who are familiar
Oppose	17 -2			
Depends (vol.)	3 -3	Teachers	15	
Not sure	11 -4		2	
			1	

INTERVIEWER: IF RESPONDENT ASKS *WHICH* MENTOR TEACHER PROGRAM IN PARTICULAR WE ARE REFERRING TO, PROMPT WITH "THE ONES YOU ARE *MOST* FAMILIAR WITH."

20. **Some people have suggested the establishment of *specialty certification boards*, such as exist for some other professions like accountants, architects, and lawyers. These boards would certify experienced teachers in their own specialty, based on formal training and experience and rigorous examinations or other evidence of outstanding performance. Do you personally favor or oppose establishing such specialty certification boards?**

Favor	(23(52	-1
Oppose	41	-2
Depends (vol.)	3	-3
Not sure	3	-4

21. **If such specialty certification boards were established, they might be used in several different possible ways. Do you think that specialty certification boards should, or should not (READ EACH ITEM)?**

DO NOT ROTATE	Should		Should Not		Depends (vol.)		Not Sure	
a. Be used as an alternative to merit pay systems?	(24(35	-1	57	-2	2	-3	6	-4
b. Be used as an alternative to career ladder programs?	(25(27	-1	58	-2	1	-3	13	-4
c. Be used as a means of advancing through a career ladder program?	(26(39	-1	50	-2	1	-3	10	-4

22. **If such specialty certification boards were established, do you think that increased salary should, or should not, be given to those teachers who become certified in a specialty?**

Should be given	(27(72	-1
Should not be given	24	-2
Depends (vol.)	2	-3
Not sure	2	-4

23. **If advanced training is needed for specialty certification, do you think that teachers should pay for the training themselves, or do you think that teachers should be reimbursed in some way?**

Pay by themselves	(28(16	-1
Reimbursed	81	-2
Depends (vol.)	3	-3
Not sure	*	-4

ASK EVERYONE

24. Are you yourself now participating in any "performance-based pay" program, such as merit pay, career ladders, mentor-teacher program, etc.?

Yes, participates	(29(17	-1	(ASK Q.25)
No	82	-2	(SKIP TO Q.27)
Not sure	*	-3	(SKIP TO Q.27)

IF YES

25. What type of performance-based pay do you receive?

MULTIPLE RECORD

Merit pay	(30(2	-1	17%	Base: Total Teachers
Career ladder	12	-2		
Mentor teacher	2	-3		
Other (SPECIFY):				
_____	2	-4		
Not sure	*	-5		
(No, not sure in Q.24)	83			

26. How many years total have you participated in (this program/these programs)?

1 year or less	(31(33	-1	(SKIP TO Q.30)	Base: Those who participate in program
2 years	39	-2		
3 years	6	-3		
4 years	1	-4		
5 years	5	-5		
6 to 10 years	7	-6		
More than 10 years	9	-7		
Not sure	*	-8		

IF NO TO Q.24

27. Does any type of performance-based pay program currently exist in your own school district?

Yes, exists	(32(15	-1	(ASK Q.28)	83%	Base: Total Teachers
No	67	-2	(SKIP TO Q.30)		
Not sure	1	-3	(SKIP TO Q.30)		
(Yes in Q.24)	17				

IF EXISTS

28. Would you like to participate in the program, or do you have no interest in participating?

Yes, would like	(33(37-1	(ASK Q.29)	Base: Those who do *not* participate, but program exists.
No	61 -2	(SKIP TO Q.30)	
Not sure	2 -3		

IF YOU WOULD LIKE TO PARTICIPATE

29. Are you not participating now because of limited funding for the program, or because you did not meet the selection criteria, or for some other reason?

Limited funding	(34(4 -1		Base: Those who do *not* participate, but program exists.
Did not meet criteria	9 -2		
Other reason	24 -3	37%	
Not sure	1 -4		
(Do not want to participate)	63		

(1985)

30. Have you ever seriously considered *leaving* teaching to go into some other occupation?

Yes, considered	(35(55-1
No, not considered	45 -2
Not sure	* -3

(1985)

31. Within the next five years how likely is it that you will leave the teaching profession to go into some different occupation — very likely, fairly likely, not too likely, or not at all likely?

Very likely	(36(13-1		
Fairly likely	14 -2	(ASK Q.32)	27%
Not too likely	30 -3		
Not at all likely	42 -4	(SKIP TO Q.33)	
Not sure	* -5		

32. And within the next *two* years how likely is it that you will leave teaching to go into some different occupation — very likely, fairly likely, not too likely, or not at all likely?

Very likely	(37(7 -1	14		Base: Total Teachers
Fairly likely	7 -2			
Not too likely	8 -3		27	
Not at all likely	5 -4			
Not sure	* -5			
(Not too likely, not at all likely, not sure in next 5 years)	73			

33. **Here are some things that might possibly improve working conditions for teachers. For each, please tell me whether you think it would help a lot, help a little, or would not help at all.**

ROTATE — START AT "X"	Would Help a Lot	Would Help a Little	Would Not Help at All	Not Sure
( ) a. Having more structured and organized time to talk with colleagues about professional matters	(38(61 -1	36 -2	3 -3	* -4
( ) b. Having teachers help each other with troublesome students	(39(69 -1	27 -2	3 -3	* -4
( ) c. Having teachers able to observe each other in the classroom and provide feedback to each other	(40(56 -1	37 -2	6 -3	* -4
( ) d. Having a formal system, such as "teacher centers," where teachers can get help and ideas from other teachers and administrators	(41(71 -1	26 -2	2 -3	* -4
( ) e. Receiving more support in dealing with students from the *non*-education professionals in the school system	(42(59 -1	32 -2	7 -3	2 -4

34. **Some people have suggested that, when a school district hires teachers, the district should give full credit for a teacher's total years of past teaching service. If school districts did give full credit for past service, do you think it would, or would not (READ EACH ITEM).**

ROTATE — START AT "X"	Would	Would Not	Not Sure
( ) a. Encourage those who have left teaching to return to the classroom	(43(63 -1	36 -2	2 -3
( ) b. Attract teachers into high shortage geographic areas like the inner cities	(44(53 -1	44 -2	3 -3
( ) c. Make some school districts top heavy with senior teachers whose salaries are at the upper end of the scale	(45(59 -1	38 -2	3 -3
( ) d. Give teachers economic mobility to move between districts	(46(91 -1	8 -2	1 -3
( ) e. Deprive poorer school districts of many of their best teachers	(47(60 -1	38 -2	2 -3

INTERVIEWER: BE SURE TO REPEAT THE *STEM* OF THE QUESTION MORE THAN ONCE.

F1. **Is the area where your school is located considered inner city, urban, suburban, small town, or rural?**

Inner city	(48(12 -1
Urban	11 -2
Suburban	23 -3
Small town	32 -4
Rural	22 -5
Not sure	* -6

F2. **For purposes of receiving state school aid, is your school district considered to be of above average wealth, average wealth, or below average wealth?**

Above average wealth	(49(21	-1
Average wealth	44	-2
Below average wealth	34	-3
Not sure	1	-4

F3. **Regardless of the number of schools you've taught in, for about how many *years*, in total have you worked as a teacher?**

[ ][ ] years (50-51) Median = 15

Not sure... (52(-1

F4. **During your teaching career have you ever changed from one school district to another district?**

Yes	(53(55	-1	(ASK Q.F5)
No	45	-2	(SKIP TO Q.F8)
Not sure	*	-3	(SKIP TO Q.F8)

IF YES

F5. **Since you first began teaching, how many times have you changed districts?**

1 time	(54(22	-1	Base: Total Teachers
2 times	11	-2	
3 times	13	-3	
4 times	4	-4	
5 times	2	-5	55%
6 times	*	-6	
7 times	*	-7	
8 or more times	*	-8	
Not sure	*	-9	
(Never changed)	45		

F6. **The most recent time you changed districts, did you lose credit in terms of salary for any of your years of past service?**

Yes, lost credit for past service	(55(16	-1	(ASK Q.F7)	Base: Total Teachers
No, did not lose credit	39	-2	(SKIP TO Q.F9)	55%
Not sure	*	-3	(SKIP TO Q.F9)	
(Never changed)	45			

IF LOST CREDIT

F7. **When that happened, approximately how much income would you estimate that it cost you per year?**

$1,000 or less	(56(	8	-1	Base: Those who have changed districts
$1,001 to $2,000		8	-2	
$2,001 to $3,000		5	-3	
$3,001 to $4,000		3	-4	
$4,001 to $5,000		3	-5	(SKIP TO Q F9)
$5,001 to $10,000		1	-6	
$10,001 to $15,000		1	-7	
$15,001 and above		*	-8	
Not sure		1	-9	
(Did not lose credit)		71		

F8. **Have you ever decided *not* to make a change from one school district to another *because* of fear that you might lose salary credit for years of past service?**

Yes, decided not to make change for this reason	(57(	13	-1	Base: Total Teachers
No, never decided		31	-2	
Not sure		*	-3	
(Changed district)		55		

F9. **Are you a member of a teachers' union or association such as the AFT or NEA?**

Yes, member	(58(	83	-1	
No, not a member		16	-2	
Not sure		*	-3	

F10. **What was the *last* grade or level of school that you yourself completed?**

READ LIST IF NECESSARY

Less than high school graduate	(59(	—	-1	(SKIP TO Q F13)
High school graduate		*	-2	
Some college		—	-3	
Two-year college graduate		*	-4	
Four-year college graduate		17	-5	(ASK Q F11)
Some graduate credits		29	-6	
Master's completed		32	-7	
Credits beyond master's		20	-8	
Ph.D. completed		1	-9	
Not sure		—	-0	

F11. **Was your *undergraduate* college degree in education, or not?**

Yes, education	(60(79	-1	Base:
No, not education	21	-2	Those with 4-years college or more
Not sure	*	-3	(N = 1598)

IF "SOME GRADUATE CREDITS" OR MORE ADVANCED EDUCATION IN Q.F10 ASK:

F12. **Was your *graduate* training mainly in education, or not?**

Yes, mainly in education	(61(84	-1	Base:
No, not mainly in education	15	-2	Those with graduate training
Not sure	1	-3	(N = 1327)

ASK EVERYONE

F13. **How old are you?**

READ LIST

18 to 20 years	(62(—	-1
21 to 24 years	1	-2
25 to 29 years	7	-3
30 to 34 years	15	-4
35 to 39 years	24	-5
40 to 49 years	31	-6
50 to 64 years	21	-7
65 or over	1	-8
Not sure	*	-9

F14. **Do you live in the same school district in which you teach, or do you live in some other school district?**

Live in same district	(68(58	-1	
Live in other district	42	-2	
Not sure	*	-3	

(1984)

F15. **Are you single, married, divorced, widowed, or separated?**

Single	(64(13	-1	(SKIP TO Q F17)
Married	75	-2	(ASK Q F16)
Divorced/widowed/separated	12	-3	(SKIP TO Q F17)
Not sure	—	-4	(SKIP TO Q F17)

IF MARRIED

F16. **Which of the following best describes your spouse's current employment situation?**

			Base: Total Teachers
a. Working full time	(65(	58-1	
b. Working part-time		6 -2	
c. Laid off or on strike		* -3	
d. Unemployed but looking for work		1 -4	
e. Unemployed and not looking for work		* -5	
f. Retired		3 -6	
g. Keeping house		5 -7	
h. Full-time student		1 -8	
i. Disabled		1 -9	
j. Not sure		* -0	
(Not now married)		25	

F17. **Which of the following income categories best describes the 1985 income you derived from *teaching*, before taxes. Was it (READ LIST)?**

$15,000 or less	(66(	5-1	Median = $23,150
$15,001 to $20,000		24 -2	
$20,001 to $25,000		33 -3	
$25,001 to $30,000		21 -4	
$30,001 to $35,000		11 -5	
$35,001 to $40,000		4 -6	
$40,001 or over		1 -7	
Not sure		— -8	
Refused		* -9	

F18. **Which of the following income categories best describes your total 1985 *household* income from *all* sources, before taxes? Was it (READ LIST)?**

$15,000 or less	(67(	1 -1	Median = $36,400
$15,001 to $20,000		6 -2	
$20,001 to $25,000		11 -3	
$25,001 to $30,000		13 -4	
$30,001 to $35,000		14 -5	
$35,001 to $40,000		13 -6	
$40,001 or over		40 -7	
Not sure		* -8	
Refused		1 -9	

That completes the interview. Thank you very much for your cooperation!

Time Ended: _____ (____ **A.M.**
(____ **P.M.**

Region	
East	21
Midwest	29
South	32
West	18

68-80Z

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, New York 10111

FOR OFFICE USE ONLY
Questionnaire No. _____
5 - 6 - 7 - 8

Study No. 864005 (Educational Leaders)

May 9, 1986

Sample Point No.: _____
10 - 11 - 12 - 13 - 14 - 15 - 16

Time Started: _____ (_____ **A.M.**
(_____ **P.M.**

Interviewer: _____ **Date:** _____

Area Code: _____ **Telephone No.:** _____ **(18-27)**

Hello, I'm _____ from Louis Harris and Associates, the national opinion polling and research firm located in New York. We are conducting a national survey among leaders in education to learn some of their attitudes about the American educational system, and we would like to ask you a few questions.

INTERVIEWER RECORD:

Sample Size	Leadership Category	
150	a. Principal	(28(-1
101	b. Superintendent	_____-2
100	c. AFT/NEA leader	_____-3
75	d. Legislator on education committee	_____-4
75	e. Legislative leader	_____-5
34	f. Governor's education aide	_____-6
32	g. State commissioner	_____-7
35	h. State board chairman	_____-8
100	i. Dean of college of education	_____-9
702		

INTERVIEWING DATES:
MAY 9-JUNE 30, 1986

NOTE: The *separate* results for each leadership group are projectable to their respective populations. However, marginal frequencies for the total *combined* sample of leaders (N = 702) are not presented because the *combined* figures do not refer to a meaningful population.

1. **If the government was able to make a major improvement in *only one* of the following five services, which do you think should have the *highest priority?***

ROTATE — START AT "X"

( ) a. Economic development ..... (29(____-1
( ) b. Health care ..... ____-2
( ) c. Education ..... ____-3
( ) d. Services for the poor ..... ____-4
( ) e. Transportation ..... ____-5
Not sure ..... ____-6

2. **What particular *educational reform* do you think it is *most* important for your state to fund or to keep funding?**

(30-31)

_____

_____

_____

RECORD *ONE* MOST IMPORTANT REFORM

3. **During the past several years, has your state *enacted* any educational reforms or not?**

Enacted ..... (32(____-1 (ASK Q.4)
Did not enact ..... ____-2 } (SKIP TO Q.7)
Not sure ..... ____-3 }

4. **Have any of these reforms actually be *implemented* yet in (your school district/ schools in your state)?**

Implemented ..... (33(____-1
Not implemented ..... ____-2
Not sure ..... ____-3

5. **On the whole, would you say that the educational reforms (in your school district in your state) have had a positive effect, negative effect, or not much effect on *students?***

Positive effect ..... (34(____-1
Negative effect ..... ____-2
Not much effect ..... ____-3
Not sure ..... ____-4

6. **On the whole, would you say that the educational reforms (in your school district/in your state) have had a positive effect, negative effect, or not much effect on *teachers?***

Positive effect	(35(____	-1
Negative effect	____	-2
Not much effect	____	-3
Not sure	____	-4

7. **What would you identify as your state's *most significant* educational reform so far? (PROBE, IF NEEDED): Why do you feel that is significant?**

_____ (36-37)

_____

_____

8. **And what would you identify as the educational reform in your state that most needs to be *changed* or *modified?***

_____

_____

_____ (38-39)

9. **Has your state adopted any reforms that particularly affect *teachers?***

Adopted	(40(____	-1	(ASK Q 10)
Not adopted	____	-2	(SKIP TO Q 11)
Not sure	____	-3	(SKIP TO Q 11)

IF "ADOPTED":

10. **Which reforms are those:** RECORD UP TO 3 MENTIONS

_____ (41-42)

_____ (43-44)

_____ (45-46)

Pre-Coded List:
01. Competency tests for *all* teachers
02. Competency tests for *new* teachers
03. New certification standards
04. Rigorous exams before certification
05. Performance-based pay such as merit pay, career ladders, or mentor teachers programs
06. Tenure reforms
07. Salary increases for *all* teachers
08. Increased salary for *beginning* teachers
09. Sabbaticals for advanced study
10. Reducing time spent on non-teaching duties

(1985)

11. **I will now read you some steps that might be taken to attract good people into teaching and to encourage good teachers to remain in teaching. For each please tell me whether you think it would help a lot, help a little, or would not help at all?**

ROTATE — START AT "X"	Help a Lot	Help a Little	Not Help at All	Not Sure
( ) a. Providing a decent salary	(47(___-1	___-2	___-3	___-4
( ) b. Providing smaller class size	(48(___-1	___-2	___-3	___-4
( ) c. Providing compensation to beginning teachers comparable to other professions that require similar training	(49(___-1	___-2	___-3	___-4
( ) d. Providing better tools and supplies teachers need to do their job	(50(___-1	___-2	___-3	___-4
( ) e. Providing advanced study sabbaticals for teachers to enhance their professional development	(51(___-1	___-2	___-3	___-4
( ) f. Providing increased financial support for the school system	(52(___-1	___-2	___-3	___-4
( ) g. Having more parent involvement with the schools	(53(___-1	___-2	___-3	___-4
( ) h. Reducing the amount of time teachers spend in non-teaching duties	(54(___-1	___-2	___-3	___-4
( ) i. Requiring new teachers to serve a supervised apprenticeship or internship before being certified	(55(___-1	___-2	___-3	___-4

INTERVIEWER: BE SURE TO REPEAT THE *STEM* OF THE QUESTION SEVERAL TIMES

12. **We'd like you to rate how well different people are performing the role they are supposed to play in the education system. How good a job do you think (READ EACH ITEM) are doing – excellent, pretty good, only fair, or poor?**

ROTATE – START AT "X"	Excellent Job	Pretty Good Job	Only Fair Job	Poor Job	Not Sure	Not Applicable
( ) a. School principals in your (district state)	(56(____-1	____-2	____-3	____-4	____-5	____-6
( ) b. Superintendents of local school districts	(57(____-1	____-2	____-3	____-4	____-5	____-6
( ) c. The state commissioner of education	(58(____-1	____-2	____-3	____-4	____-5	____-6
( ) d. People in the Governor's office who deal with education	(59(____-1	____-2	____-3	____-4	____-5	____-6
( ) e. Leaders of the teachers' unions and teachers' associations in your (district state)	(60(____-1	____-2	____-3	____-4	____-5	____-6
( ) f. Deans and professors at colleges of education	(61(____-1	____-2	____-3	____-4	____-5	____-6
( ) g. Classroom teachers in your (district state)	(62(____-1	____-2	____-3	____-4	____-5	____-6
( ) h. State legislators who serve on education committees	(63(____-1	____-2	____-3	____-4	____-5	____-6
( ) i. Parents of school age children	(64(____-1	____-2	____-3	____-4	____-5	____-6
( ) j. Members of local school boards	(65(____-1	____-2	____-3	____-4	____-5	____-6

INTERVIEWER: BE SURE TO REPEAT THE *STEM* OF THE QUESTION SEVERAL TIMES

INTERVIEWER: IF RESPONDENT WILL NOT EVALUATE *THEIR OWN* POSITION, CHECK "NOT APPLICABLE." *DO NOT* CHECK "NOT APPLICABLE" FOR ANY OTHER ITEM THAN THE RESPONDENT'S OWN POSITION.

13. **Here are some statements that people have made about the education system. For each, please say whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.**

DO NOT ROTATE	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
( ) a. School districts *should* have a team approach to school management that involves the superintendents *and* the principals *and* the teachers	(66(____-1	____-2	____-3	____-4	__-5
( ) b. In my (school district state) *now*, the superintendents, principals and teachers all *do* share in the management of the school	(67(____-1	____-2	____-3	____-4	__-5
( ) c. The principal *should* recognize and develop the teachers' leadership potential by involving them in decision-making about school organization and curriculum	(68(____-1	____-2	____-3	____-4	__-5
( ) d. In my (school district state) now, the *principals* do recognize and develop the teacher's leadership potential by involving them in decision-making about school organization and curriculum	(69(____-1	____-2	____-3	____-4	__-5
( ) e. Tenure should be as difficult for teachers to get as it is for them to lose	(70(____-1	____-2	____-3	____-4	__-5
( ) f. A teacher's years of experience should be recognized with the corresponding salary when a teacher moves from one school district to another	(71(____-1	____-2	____-3	____-4	__-5

INTERVIEWER SAY: THESE NEXT QUESTIONS EACH HAVE TWO PARTS. FIRST I WILL BE ASKING WHO YOU THINK *SHOULD* HAVE THE MAJOR ROLE IN DOING VARIOUS THINGS. THEN I WILL BE ASKING WHO *ACTUALLY DOES* HAVE THE MAJOR ROLE.

14. Who do you think *should* have the major role (READ EACH ITEM) – the principal, the teachers, or someone else?

15. At the present time who *actually does* have the major role (READ EACH ITEM) – the principal, the teachers, or someone else?

ROTATE – START AT "X"	Q.14 Should Have Major Role: Principal Should	Teachers Should	Both (Vol)	Someone Else	Not Sure	Q.15 Actually Does Have Major Role: Principal Does	Teachers Do	Both (Vol)	Someone Else	Not Sure
( ) a. For the hiring of new teachers	(72(-1	-2	-3	-4	-5	(11(-1	-2	-3	-4	-5
( ) b. For choosing which text books are to be used	(73(-1	-2	-3	-4	-5	(12(-1	-2	-3	-4	-5
( ) c. For evaluating how new teachers are performing	(74(-1	-2	-3	-4	-5	(13(-1	-2	-3	-4	-5
( ) d. For evaluating how more experienced teachers are performing	(75(-1	-2	-3	-4	-5	(14(-1	-2	-3	-4	-5
( ) e. In disciplining students	(76(-1	-2	-3	-4	-5	(15(-1	-2	-3	-4	-5
( ) f. In designing and conducting inservice training	(77(-1	-2	-3	-4	-5	(16(-1	-2	-3	-4	-5
( ) g. In assigning students and scheduling classes	(78(-1	-2	-3	-4	-5	(17(-1	-2	-3	-4	-5
( ) h. In handling the *non*-education problems that students bring with them to school	(79(-1	-2	-3	-4	-5	(18(-1	-2	-3	-4	-5
( ) i. For selecting new principals	(80(-1	-2	-3	-4	-5	(19(-1	-2	-3	-4	-5
( ) j. In deciding about budget allocations for the school 2*	(10(-1	-2	-3	-4	-5	(20(-1	-2	-3	-4	-5

INTERVIEWER: BE SURE TO REPEAT THE *STEM* OF THE QUESTION SEVERAL TIMES.

***NOTE:* GIVE PRIORITY TO THE ANSWER CATEGORY SHOWN. FOR EXAMPLE, IF RESPONDENT SAYS "PRINCIPAL *AND* SUPERINTENDENT" RECORD THE ANSWER AS "PRINCIPAL." OR, IF RESPONDENT SAYS "TEACHERS *AND* SCHOOL BOARD" RECORD THE ANSWERS AS "TEACHERS." IF RESPONDENT SAYS "PRINCIPAL, *AND* TEACHER *AND* SUPERINTENDENT" RECORD ANSWER AS "BOTH (VOL.)."**

16. **Now some questions about *career ladder programs*. These programs divide teaching into different jobs and then provide different ranks and different salaries according to the level of responsibility. Here are some statements regarding *career ladder programs*. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.**

ROTATE — START AT "X"	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
( ) a. Career ladder programs improve teachers' chances for professional growth and development	(21(____-1	____-2	____-3	____-4	__-5
( ) b. The methods used to select teachers for career ladder programs are unfair and non-objective	(22(____-1	____-2	____-3	____-4	__-5
( ) c. Teachers have a real say in the development and operation of the career ladder program	(23(____-1	____-2	____-3	____-4	__-5
( ) d. Career ladder programs create artificial and unfortunate distinctions among teachers	(24(____-1	____-2	____-3	____-4	__-5

17. **Overall, do you personally favor or oppose *career ladder programs?***

Favor ..... (24(____-1
Oppose ..... ____-2
Depends (vol.) ..... ____-3
Not sure ..... ____-4

INTERVIEWER: IF RESPONDENT ASKS *WHICH* CAREER LADDER PROGRAM IN PARTICULAR WE ARE REFERRING TO, PROMPT WITH "THE ONES YOU ARE *MOST* FAMILIAR WITH."

18. **Now some questions about *merit pay systems*. These systems select a certain number of teachers as meritorious and then pay them a greater amount of money with no change in their duties. Here are some statements regarding *merit pay systems*. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.**

ROTATE — START AT "X"	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
( ) a. Merit pay systems provide valuable incentives for teachers to improve their performance	(26(____-1	____-2	____-3	____-4	__-5
( ) b. Merit pay systems create artificial and unfortunate distinctions among teachers	(27(____-1	____-2	____-3	____-4	__-5
( ) c. Merit pay systems recognize and reward outstanding quality teachers	(28(____-1	____-2	____-3	____-4	__-5
( ) d. The means that are used to select the teachers for merit pay tend to be unfair and non-objective	(29(____-1	____-2	____-3	____-4	__-5

19. **Overall, do you personally favor or oppose *merit pay systems?***

Favor ..... (30(___-1
Oppose ..... ___-2
Depends (vol.) ..... ___-3
Not sure ..... ___-4

INTERVIEWER: IF RESPONDENT ASKS *WHICH* MERIT PAY SYSTEM IN PARTICULAR WE ARE REFERRING TO, PROMPT WITH "THE ONES YOU ARE *MOST* FAMILIAR WITH."

20. **Now some questions about *mentor teacher programs*. These programs designate certain teachers to perform special one-on-one professional coaching for other teachers. Here are some statements regarding *mentor teacher programs*. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.**

ROTATE – START AT "X"	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
( ) a. Mentor teacher programs help to improve the teaching skills of new teachers	(31(___-1	___-2	___-3	___-4	__-5
( ) b. Mentor teacher programs create artificial and unfortunate distinctions among teachers	(32(___-1	___-2	___-3	___-4	__-5
( ) c. Mentor teacher programs are a good way to continue coaching for *all* teachers no matter how experienced they are	(33(___-1	___-2	___-3	___-4	__-5
( ) d. Becoming a mentor teacher is too much of a short-term position instead of a permanent career advancement ...	(34(___-1	___-2	___-3	___-4	__-5

21. **Overall, do you favor or oppose *mentor teacher programs?***

Favor ..... (35(___-1
Oppose ..... ___-2
Depends (vol.) ..... ___-3
Not sure ..... ___-4

INTERVIEWER: IF RESPONDENT ASKS *WHICH* MENTOR TEACHER PROGRAM IN PARTICULAR WE ARE REFERRING TO, PROMPT WITH "THE ONES YOU ARE *MOST* FAMILIAR WITH."

22. **Some people have suggested the establishment of *specialty certification boards* such as exist for some other professions like accountants, architects, and lawyers. These boards would certify *experienced* teachers in their own specialty, based on formal training and experience and rigorous examinations or other evidence of outstanding performance. Do you personally favor or oppose establishing such specialty certification boards?**

Favor ..... (36(___-1
Oppose ..... ___-2
Depends (vol.) ..... ___-3
Not sure ..... ___-4

23. **If such specialty certification boards were established, they might be used in several different possible ways. Do you think that specialty certification boards should, or should not (READ EACH ITEM)?**

DO NOT ROTATE	Should	Should Not	Depends (Vol.)	Not Sure
a. Be used as an alternative to merit pay systems?	(37(____-1	____-2	____-3	____-4
b. Be used as an alternative to career ladder programs?	(38(____-1	____-2	____-3	____-4
c. Be used as a means of advancing through a career ladder program?	(39(____-1	____-2	____-3	____-4

24. **If such specialty certification boards were established, do you think that increased salary should, or should not, be given to those teachers who become certified in a specialty?**

Should be given . . . . . (40(____-1
Should not be given . . . . . ____-2
Depends (vol.) . . . . . ____-3
Not sure . . . . . ____-4

25. **If advanced training is needed for specialty certification, do you think that teachers should pay for the training themselves, or do you think that teachers should be reimbursed in some way?**

Pay by themselves . . . . . (41(____-1
Reimbursed . . . . . ____-2
Depends (vol.) . . . . . ____-3
Not sure . . . . . ____-4

26. **In the near future, how serious a problem do you feel that shortages of qualified teachers (in your school in your district in your state) will be — a very serious problem, somewhat serious problem, not too serious problem, or not a serious problem at all?**

Very serious . . . . . (42(____-1
Somewhat serious . . . . . ____-2
Not too serious . . . . . ____-3
Not serious at all . . . . . ____-4
Not sure . . . . . ____-5

27. **If there *were* a teacher shortage in some areas around the country, here are some things that might possibly contribute to such a teacher shortage. For each, please tell me whether *you* think it will or will not contribute to a teacher shortage. Do you think (READ EACH ITEM) will or will not contribute to a teacher shortage?**

ROTATE — START AT "X"	Will Contribute	Will Not Contribute	Not Sure
( ) a. The salaries that teachers get	(43)(____-1	____-2	__-3
( ) b. The working conditions that teachers have	(44)(____-1	____-2	__-3
( ) c. Opportunities in other fields, especially for women	(45)(____-1	____-2	__-3
( ) d. The status that society gives to the teaching profession	(46)(____-1	____-2	__-3
( ) e. A *temporary* imbalance between the growth of the school-age population and the number of people who are entering teaching	(47)(____-1	____-2	__-3
( ) f. A growth in the number of students today with *non*-education problems	(48)(____-1	____-2	__-3

INTERVIEWER: BE SURE TO REPEAT THE *STEM* OF THE QUESTION SEVERAL TIMES

28. **Some people have suggested that, when a school district hires teachers, the district should give full credit for a teacher's total years of past teaching service. If school districts did give full credit for past service, do you think it would, or would not (READ EACH ITEM).**

ROTATE — START AT "X"	Would	Would Not	Not Sure
( ) a. Encourage those who have left teaching to return to the classroom	(49)(____-1	____-2	__-3
( ) b. Attract teachers into high shortage geographic areas like the inner cities	(50)(____-1	____-2	__-3
( ) c. Make some school districts top heavy with senior teachers whose salaries are at the upper end of the scale	(51)(____-1	____-2	__-3
( ) d. Give teachers economic mobility to move between districts	(52)(____-1	____-2	__-3
( ) e. Deprive poorer school districts of many of their best teachers	(53)(____-1	____-2	__-3

INTERVIEWER: BE SURE TO REPEAT THE *STEM* OF THE QUESTION SEVERAL TIMES

29. **How many years total have you been professionally involved with the field of education?**

|_|_| years
(54-55)

Not sure ... (56(____-1

30. **And how many years have you served in your current position?**

|_|_| years
(57-58)

Not sure ... (59(____-1

31. **Is the overall quality of new teachers entering the profession *today* better, worse, or about the same as the quality of new teachers in the *past?***

Better ..... (60(____-1
Worse ..... ____-2
About the same ..... ____-3
Depends (vol.) ..... ____-4
Not sure ..... ____-5

32. **At any point in your career have you ever taught full time in an elementary or secondary school classroom?**

Yes, taught ..... (61(____-1
No ..... ____-2
Not sure ..... ____-3

By observation:

Sex:
Male ..... (62(wr-1
Female ..... ____-2

Thank you. That completes the interview.

Time Ended: _____(____**A.M.**
(____**P.M.**

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